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ABSTRACT

This annual report describes the activities carried out in the Comprehensive Career Development Program K-10 of the Akron (Ohio) Public Schools for the period July 1979-June 1980. Objectives of the program included implementing the K-10 career Education Program in a five-high school district, adding two additional districts, strengthening the collaborative realtionship with business-labor-industry in the Akron area, and continuing to improve the quality of field observations, hands-on experience, and use of resource personnel. Activities conducted included providing career orientation and exploration through on-the-job site visitations, speakers, and career supplementary materials; providing resources; and conducting extensive inservice education for the teachers and administrators of the involved schools. Each project site's career activities were assessed quarterly, and a third-party evaluation was conducted in April 1980. Pre- and posttests were administered to 163 tenth graders. Findings of the evaluation suggest that career development has been fully integrated into the instructional process in many school sites, but continuous support to education must still be provided to implement career education activities, and the level of funding per student should be increased. Appendixes contain inservice programs; the Akron Public School Career Education Program Assessment; information on field trips and speakers; summative evaluations; career guidance activities; information on non-traditional roles (sex-role stereotyping); special population assessment forms concerning the handicapped; dissemination material; and Akron Public School Facts, 1979-80. (KC)

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FINAL REPORT

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Title of Program or Project:	A Comprehensive Career Development Program K-10
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Project Director	Nicholas J. Topougis Nicholas J. Topougis Director, Career Programs 216-434-3404, Miller Building
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Duration of Activity:	July 1, 1979 to June 30, 1980
Purpose of Grant or Contract:	To conduct experimental developmental and pilot programs designed to meet the special vocational needs of students.
Use of Funds:	Demonstration and Dissemination Projects
Total State Funds Requested:	$256,920.00

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ABSTRACT

1. Statement of Problem

Changing characteristics of the labor force, the competitive employment market and dropouts who lack usable economic skills, demonstrate the need for a comprehensive career development program.

2. Statement of Objectives

Implement K-10 Career Education Program in a five high school district.

Improve and refine K-10 career education program of the Akron Public Schools by strengthening the collaborative relationship with business-labor-industry in the Akron area.

Develop implementation of program at two added high school districts.

Continue Career Education Program on a maintenance level of funding at three high school clusters.

Continue to develop positive attitudes toward career opportunities.

Continue to develop strong in-service relationship with career education.

Improve and refine sequential K-10 programs which increase the efficiency and quality of field observations, hands-on experience and use of resource personnel.

Continue to facilitate pupil self-awareness and examination in areas of career demands.

Continue to facilitate pupil development of marketable skills.

Increase student awareness of how school activities relate to future occupational choice.

3. Description of Activities

Evolved active career oriented learning experiences by providing hands-on experiences within the formal bounds of curriculum.

Evolved work related curriculum, entries and provision for on the job application of basic skills.

Conducted purposeful occupational orientation and exploration through on-the-job site visitations, speakers, and suitable career supplementary materials.

Provided resources necessary for special occupational experiences, commensurate with individual pupil's goals.

Conducted extensive in-service education for the involved schools in order to reinforce career concepts and improve teaching techniques.

Continued and improved the guidance and counseling component.

Continue structured pre career and vocational programs in the tenth grade.

4. Techniques of Evaluation

Quarterly assessment reports of each project site's career activities were submitted by the individual staff during the school year. In addition, a summative evaluation of long term program impact was completed by a third party in April 1980. Also, a pre-post test in grade ten was administered to approximately 163 tenth graders at Central-Hower High School. Student results are included in this report.

5. Contributions to Education

Improvement of the current comprehensive career integrated curriculum material and related support materials.

6. Findings and Recommendations

The program staff had to serve a greater number of schools and staffs than in previous years. This has resulted in less direct support to buildings from the career staff.

In many school sites, it appears that career development has been fully integrated into the instructional process but continuous support to education must still be provided to implement career educaton activities.

The level of funding per student should be increased to avoid the continuous expansion of project sites with similar dollars received in previous years.

NARRATIVE

1. Statement of Need

The need for sequential, basic education to parallel and promote career development becomes evident when we consider that many students graduating from the nation's high schools lack the skills that are closely related to the demands of an increasingly complex society. The problem is acute, not only for the individual who terminates his formal education at twelfth grade, but also for that group of persons who leave high school prior to graduation without the basic skills that would enable them to be successful in an employment training program. Already excluded from the country's labor force are thousands of persons who do not have the skills which facilitate their becoming employable.

It is evident that there is much need for an educational program that begins at kindergarten and extends beyond the senior year of high school, and that it is oriented toward preparing the nation's youth to fit effectively into the labor force. Effective integration of the coming generations into the labor force can be achieved if the nation's youth have a positive awareness of the contribution they can make to society while at the same time receiving the personal and economic rewards that a self-actualized career provides.

Equipping youth with skills, self-knowledge, and attitudes that will facilitate a positive vocational and avocational life requires that career education begin at least with the child's introduction to formal education and extend into his adult life. Such an education cannot be conceived of as a supplementary adjunct to traditional academic experiences. Career Education, implemented in the Akron City School system this past year, was integrated into the entire school program, permeating the curriculum from kindergarten through tenth grade. This approach to a comprehensive career program is based on the theory of Eli Ginzberg, Donald Super and others who have aptly demonstrated that career choice begins early in life, takes into account all aspects of growth, and is developmental in nature.

The city of Akron, like much of the rest of the country, continues to experience a rapid change in the characteristics of its labor force. The demand for factory workers is decreasing while the demand for service oriented, technical and vocational skilled workers at all levels is increasing. Such a shift mandates that the Akron City Schools continue to improve and expand their career development program of education to meet the changing needs of their students and in turn the business and industrial community. The expected result in the school is a more relevant, positive learning environment which will reduce dropouts, enhance learning and result in a positively oriented youth, ready to accept an adult role.

The development of Akron's pilot career program was predicted on research studies made available by E.R.I.C., while the general direction of the program was based on research applicaton of such findings of the local scene in Akron as determined by advisory committees from the community.

2. Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[X] 1. Teacher [X] 2. Administrator [X] 3. Counselor [ ] 4. Parents & Community [ ] 5. Students

OBJECTIVE: . To undertake efforts to remotivate teachers in continuing programs.

. To provide building staffs with uptodate knowledge of the contents and operation of the Career Education Program.

. To increase utilization of the conference phone.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
1. In-service sessions were held in all elementary buildings in an effort to re-examine program goals and objectives and to supply additional impetus for continuing programs. (See Appendix I for more specific information on topics covered.)	1. No formal evaluation was done on these in-service sessions, however, much positive feedback was received by word of mouth.	1. Program involvement by building staffs was maintained at previous levels and increased involvement in many buildings was observed. This increase was generally coupled with the area of curriculum at the in-service session covered.
2. Sessions were held at each building during staff meeting time in which update of program operations and resources were provided.	2. Same as above.	2. A noticeable increase in use of the materials at the Miller Center.
3. Individual training sessions of the proper operation of the conference phone were held during staff meeting time in each building. Hand-outs of suggested activities were given to each staff member. (See Appendix I for sample.)	3. No formal evaluation.	3. There was a significant increase in utilization of the conference telephone.

2. Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[X] 1. Teacher [X] 2. Administrator [X] 3. Counselor [ ] 4. Parents & Community [ ] 5. Students

OBJECTIVE:

- To involve elementary staffs in structured community based programs on a wider basis.
- To gain a higher level of involvement by the liaison person, principal, counselor and advisory committee on planning goals, program and staff training.
- To develop and implement training programs especially designed for the expanded clusters of Central-Hower and Kenmore high school cluster districts.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
4. The NAB program was expanded so as to provide experiences on the elementary level. Staff training was provided in each building involved.	4. An evaluation form was provided so that staff could have imput for next year's planning. Results of evaluation showed excellent acceptance of the program. (See Appendix I for example of evaluation form.)	4. The NAB program was implemented in 10 public elementary schools and 1 parochial elementary school.
5. An effort was made to communicate with members of the career advisory committees. In this manner the program was able to receive imput from that group as to in-service needs for those particular buildings. Also, an in-service session was held for liaison personnel to increase their effectiveness in program operations.	5. No formal evaluation	5. In many buildings, the in-service program conducted was the direct result of a cooperation effort by the career committee and career liaison person.
6. An in-service program was planned in conjunction with the University of Akron to provide training and basic understandings of career education Programs and career development concepts. This workshop was offered twice.	6. (See Appendix I for evaluation of both sessions.)	6. Teachers and counselors who attended the workshop demonstrate their understanding and acceptance of the Career Program by the level of activities they undertook during the school year.

2. Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[X] 1. Teacher [X] 2. Administrator [ ] 3. Counselor [ ] 4. Parents & Community [ ] 5. Students

OBJECTIVE:
- To assess the degree of program implementation by individual staff members.
- To provide knowledge and training for building administrators in the expanded clusters of Central-Hower and Kenmore.
- To communicate with local building administrators as to program operations, problem areas, projects, special programs, in-service programs and degree of program implementation.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
7. A program assessment instrument was completed by each staff member twice during the current school year.	7. (See assessment instrument in Appendix II.)	7. Results were compiled as to implementation of career development activities and learner outcomes.
8. See #6	8. See #6	8. See #6
9. Discussion and conferences with building administrators as needed, also, sharing results of program assessment forms completed by teachers where conducted.	9. No formal evaluation	9. Principals generally have good knowledge as to activity taking place in their building that relate to the Career Program.

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2. Program Objectives, Activities, Evaluation, Results

A. [x] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[ ] 1. Teacher [ ] 2. Administrator [ ] 3. Counselor [x] 4. Parents & Community [ ] 5. Students

OBJECTIVE:
- To provide knowledge and training for counselors in the expanded clusters of Central-Hower and Kenmore.
- To involve counselors in the planning and implementation of the career program, building in-service programs and special programs.
- To inform and provide training for parents in relation to career development concepts and Career Education Programs.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
10. See #6	10. See #6	10. See #6
11. The career coordinators worked very closely with the counselors in planning and implementing the total career program in the schools where counselors were assigned.	11. No formal evaluation	11. Many building in-service special programs such as NAB's and classroom guidance activities took place throughout the year under the directions of the building counselors.
12. Several in-service sessions were held throughout the year which involved parents as participants. These were held in conjunction with either building staff - meetings or PTA meetings. A variety of techniques were utilized such as films and guest speakers from the community and local universities.	12. No formal evaluation was done, however, word of mouth evaluation of programs offered was excellent.	12. Increased understanding of program objectives and efforts was demonstrated by comments received from parents.

2. Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[ ] 1. Teacher [ ] 2. Administrator [ ] 3. Counselor [ ] 4. Parents & Community [X] 5. Students

OBJECTIVE: To provide for all students, K-6, in the continuing and expanding clusters, the maximum amount of Career Education experiences in the areas covered by the seven development areas, with special emphasis on non-traditional roles, that time and program funding levels would allow.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
13. Students were involved in a variety of experiences including the following: field trips, speakers, conference calls, classroom guidance, economic projects, National Alliance of Business program and other special programs.	13.a. Career education assessment forms completed by teachers detailing those career activities they supplied their classes. (See Appendix III.) b. Records kept on the amount of field trips, speakers and conference calls made during the year. (See Appendix III.)	13. The K-6 program, this year provided 244 field trips involving 6002 students, 381 speakers and 61 conference calls.
14. Appropriate texts and learning materials were integrated into the curriculum.	14. Same as above.	14. No formalized method of determining impact of activities on students was conducted for the elementary grades.

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2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. [X] ORIENTATION C. ☐ EXPLORATION

☐ 1. Teacher [X] 2. Administrator [X] 3. Counselor [X] 4. Parents & Community ☐ 5. Students

OBJECTIVE: To work closely with expanded districts in planning and implementing program operations. To increase the level of understanding of program operations and resources.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
1. Thirty-two hours of teacher training was provided for teachers in the two new cluster areas (Kenmore and Central-Hower) plus all other teachers new to career education (See Appendix I for agenda). This in-service was provided so that teachers would be able to integrate the seven elements of career education into the curriculum.	Evaluation showed teachers thought the workshop was very worthwhile. (See Appendix I for comments).	Requests for 208 speakers and 55 field trips by teachers attending the in-service indicate the success of the workshop. Numerous requests for audio visual materials were also received from these teachers.
2. Materials were ordered by each coordinator to supplement on-going curriculum with career concepts after teachers were provided time to review materials for their subject area.	Teachers indicated that the use of these materials has really been helpful. Degree of utilization of material was determined by submitted school building requests.	The number of requests for these materials exceeded the amount of money available for purchase.
3. For teacher involvement in field trips, speakers, Project Business, guidance, LEAP, special programs and other in-service see other areas of Career Orientation report as well as other major areas of report.	Refer to other reports.	Refer to other reports.

2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☒ ORIENTATION C. ☐ EXPLORATION

☒ 1. Teacher ☒ 2. Administrator ☒ 3. Counselor ☒ 4. Parents & Community ☒ 5. Students

OBJECTIVE:
- To increase student's knowledge about themselves and increase their motivation to succeed in school.
- To continue existing programs with parents and community and expand efforts with these two groups.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
4. Seventh and eighth grade students were involved in guidance activities; speakers, field trips, working with high school students from the career program at Central Hower and Buchtel, the LEAP program, Project Business, conference calls, and many teacher designed activities.	Individual evaluations were done on separate projects by teachers. Our career education evaluations show that these experiences helped motivate students and teachers.	Ninety-one field trips were taken by seventh and eighth graders, four hundred speakers were heard and a total of 1886 students were involved in numerous career activities.
5. Invitations were sent home inviting parents to attend the Kuder E interest survey interpretation session with their children (pilot program. (See Appendix I.)	Parents attending expressed appreciation for the opportunity to play a meaningful part in the career planning of their children.	Sixty parents took advantage of the interpretation session with their children.

2. Program[illegible]ctives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☒ ORIENTATION C. ☐ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☒ 4. Parents & Community ☐ 5. Students

OBJECTIVE:

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
6. Several programs were initiated with community groups to help students see the relationship between school subjects and the working world.	As a result of the community involvement students learned how math and the computer help real estate firms. Students made puppets and had a puppet show, presented "The Wiz" and became aware of the interdependence of workers and their part in our economic system.	Three classes spent two days at the B.F. Goodrich Rubber Co. learning about the different work done there and the expectations of those who hire personnel. A member of the Board of Realtors spent two days teaching students how math relates to real estate. Performers from the Cleveland Playhouse came to school to work with students in Performing Arts.
7. The career education department worked with the University of Akron Guidance Dept. and the C&T college to prepare an in-service for teachers.	Participants were informed of the economic outlook of Akron as it relates to employment. This workshop fostered direct dialogue between business, industry, labor and education on helping youth become and stay employable.	Teachers were provided "hands-on" experiences in technical training areas so that this information could be delivered to students.
8. The career education staff worked with the LEAP program to set up a one day program designed to present non traditional roles in the areas of skilled trades for seventh graders.	No formal evaluation was made but response of teachers and students to the career coordinators indicated that the program was worthwhile.	Three hundred students participated in a general orientation session and then received some "hands-on" experiences, viewed audio visual materials and talked to demonstrators showing their trades.
9. The career education staff worked with the Junior Achievement staff to organize the Project Business program for eighth graders.	Two students from each class met with the other students and community volunteers to evaluate the program. Another evaluation session was held with participating teachers and volunteers with the results of both evaluation sessions sent to Junior Achievement National for changes in program.	Twenty-one classes in seven junior high schools participated in 14 weeks of economic learning team taught by teachers and volunteers from Akron's business, industry and labor community.

2. Program [redacted]ives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☒ ORIENTATION C. ☐ EXPLORATION

☐ 1. Teacher ☒ 2. Administrator ☒ 3. Counselor ☒ 4. Parents & Community ☐ 5. Students

OBJECTIVE: To increase communication and cooperation with administrators and counselors in program implementation and activites.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
10. Worked with principals in individual buildings to set up Project Business and LEAP (Labor Education Advancement Program) programs.	Nc formal evaluation was done with administrators except to discuss the strengths and weaknesses and changes necessary for next year.	Principals stated programs were valuable to students and indicated a desire to continue next year.
11. Coordinators worked with principals to keep them knowledgeable about activities in their buildings i.e. field trips, conference calls, and speakers.	This information was used by principals to coordinate career education and other building activities.	Principals were able to communicate with teachers and parents about career education activities on the seventh and eighth grade level.
12. Roberta Ryan from career education worked with the director of guidance and ten counselors to evaluate the present vocational and career testing programs in the Akron Public Schools.	Counselors developed a unit for using the Kuder E with the eighth grade.	In-service for counselors city wide was conducted during which several instruments were presented and evaluated according to criteria developed by the committee.

2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☒ 4. Parents & Community ☐ 5. Students

OBJECTIVE:

- To provide parents and students with information about career cluster programs and vocational programs available in the Akron Public Schools;
- To include parents in the career decision-making process of their children.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
1. Career exploration programs for both vocational students and college bound students were described in a series of 15 community evening meetings during the school year. These were conducted by the career education department and the department of secondary education.	No formal evaluation was conducted. Subjective feedback was excellent.	Over 1000 parents became aware of career exploration programs for college bound and vocational students in grades 10, 11, 12.

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2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☒ 1. Teacher ☒ 2. Administrator ☒ 3. Counselor ☐ 4. Parents & Community ☐ 5. Students

OBJECTIVE:

- To inform 9th grade counselors of all high school program offerings so they may systematically pass the information to their students and parents.
- To further insure that all 9th -rade students have the opportunity to pursue a high school program consistent with their tentative career goals.
- To assist teachers in developing curriculum for Career Exploration.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
2. October, 1980 - over 75 counselors and administrators were brought together for a 1½ hour evening program to make them aware of career exploration programs offered in Akron high schools for both vocational students and college bound students.	Formal evaluation did not take place. Feed back was excellent and participant involvement indicated a successful orientation to career exploration offerings.	Every ninth grade student in Akron was oriented to the career exploration programs offered in grades 10, 11 and 12 by their junior high counselor. Building administrators and counselor were able to communicate with parents about career exploration offerings available to all Akron students in grades 10, 11 and 12.
3. Throughout the summer, teachers representing each curriculum area wrote curriculum integration plans for career exploration in grades 10, 11 and 12 for college bound students.	Curriculum was reviewed by the career coordinators, curriculum specialists, and director of secondary education. Teachers met together with the above during the month of October, to review success of curriculum for exploration.	Over 4506 students in grades 10, 11, and 12 were involved in a minimum of 5 field explorations, 5 speaker presentations, all related to curriculum being taught in the classes.
4. During the months of August and November, teachers representing all curriculum areas were trained for one day in techniques relating career maturity to the exploring process. A manual to compliment the exploring process with classroom guidance was provided to each teacher involved	Success of the program used is documented in unpublished results of Dr. M. Savickas, Northeastern Universities College of Medicine. Also documented in published results of CMI - John Crites, Administration and Use Manual - McGraw Hill.	Teachers have experimented with classroom units and are having a workshop in summer of 1980 to develop a structured use plan for grades 10, 11 and 12 based on results.

2. Program Objectives, Activities, Evaluation, Results

A. [ ] MOTIVATION B. [ ] ORIENTATION C. [x] EXPLORATION

[x] 1. Teacher [x] 2. Administrator [x] 3. Counselor [x] 4. Parents & Community [x] 5. Students

OBJECTIVE: To bring students into direct contact with successful workers who will emphasize the need to stay in school, establish good attendance records and prepare carefully for the future.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
5. In January, "motivators" from the National Alliance of Business were trained at a morning-long session on how to relate to 9th grade students. Career coordinators, students, building administrators, and motivators met in large and small groups. (See Appendix I.)	Motivators expressed favorable attitudes about the session.	Motivators and building personnel established schedules for classroom programs for February and March.
6. In February and March teams of motivators visited all ninth grade classes in project schools and spoke about their careers and the importance of attendance, attitude and preparation.	Teachers evaluated each classroom presentation. These were mailed to the motivators.	Many teachers did follow-up career exploration projects in the classroom. Some motivators invited students to visit them at their job sites.

2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE:
- To inform students about the criteria employers consider in hring personnel: attendance, attitude, achievement and appearance;
- To provide students with knowledge of job applications and the interview process;
- To assist students in relating information about themselves to career exploration.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
7. Students were participants in a program with the American Society For Personnel Administration. Community participants made two visits to each class teaching interviewing and job application skills. Follow-up explorations were scheduled.	A meeting was held with ASPA participants to plan a schedule for this year and evaluate the program of last year. Program changes were made on the basis of this subjective evaluation.	All 10th grade students were provided information and developed employment skills needed for job exploration.
8. Students identified their personality type in terms of the Holland Code and related that to work explorations they would like to pursue.	Interviews with students were conducted by the state department of career education for a longitudinal study. Results indicated student satisfaction.	Students explore areas in community leading to career choices.
9. Tenth grade students selected several vocational or career cluster programs to view and "rotated" to a different program each 6 weeks.	Students expressed satisfaction in their final selection of programs.	Students will be placed in vocational or career cluster programs for their junior and senior years based on extensive exploration and guidance.

Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE: To determine whether or not a structured career exploratory program can significantly effect the career maturity of tenth grade youth.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
10. A year-long study was conducted and a doctoral dissertation was completed entitled "The Effect of a Structured Pre-Career Education Program on the Career Maturity of Tenth Grade Youth". (See Appendix IV.)	Students were pre and post tested using five instruments.	Results will be shared with teachers of the career exploratory clusters at the high school for which the study was done. The results will assist staff in planning the 10th grade component during the summer workshop.
11. A year-long study was conducted to determine long term program impact on students, staff and the community.	The Ohio Department of Education, Division of Vocational Education contracted with evaluation and development associates to conduct study on recent graduates, staffs of project sites and involved community personnel. (See Appendix IV)	Results submitted to the state department of Education June 1980.

3. REPORT ON PROGRAM COORDINATION

1. In-Service Programs

The in-service training program for the Akron Public Schools, during the 1979-1980 school year, was very comprehensive. Prime goal was to reach all teachers in the assigned schools with various formats of training; however, special emphasis was given to training staff in the two new expansion districts. In these new districts the main concern was to provide an understanding of career education philosophy, concepts and direction for fusing into the curriculum content area. A variety of staff development processes were developed and implemented in cooperation with The University of Akron, local business-industry, labor and individual building staffs working closely with the career education staff. The activities were directed in the following areas:

a. Career education in cooperation with The University of Akron

The following workshops were offered during the 1979-80 school year: (See Appendix I.)

- "Introduction to Career Education" - This two day workshop concentrated in presenting basic career education concepts to the staffs of the Central-Hower and Kenmore cluster schools.
- "Introduction to Career Education" - a repeat of the first workshop and was held during three after school sessions and one Saturday.
- "Career Skills for Non English Speakers" - workshop focused on strategies to help non English speaking students gain career skills.
- "Brave New World - Training and Retraining in the 80's" - A one week workshop involved a combination of classroom, community and technical college and community worksite experiences.

b. Community-Business-Industry

A number of in-service sessions were held with various groups that would be involved with our project schools. Topics and format included:

- Junior Achievement -"Project Business Training"- Two sessions were held, one in the fall and one during the winter. These sessions prepared the consultants and teachers for program operation.

- American Society of Personnel Administrators - half-day sessions prepared the consultants and career coordinators to implement the program into the project site.

- National Alliance of Business - "Youth Motivation Task Force" - The training session was designed to prepare 290 community consultants for their involvement with seventeen project schools.

c. Special Needs Groups

A series of workshops were designed to meet the needs of a number of special groups. Topics and format included: See Appendix I.)

- Career Education Liaison Persons - This session was designed to prepare the liaison people for this year's program operation.

- Librarians and Library Aides - This session was to present basic career education concepts and to share our needs in relation to materials.

- Counselors and Vocational Education Staff - The series of work sessions had the primary task of developing a city-wide scope and sequence assessment program for vocational career planning in the junior and senior high schools.

d. Economic Awareness Work Sessions

Four sessions were held during the 1979-80 school year. The activities were designed to provide classroom teachers with necessary directions, materials and support personnel to develop intensive economic classroom activities.

e. Career Education and the Secondary Curriculum

The pilot program involved two high schools and two junior highs. Teachers, in small groups, spent half-day sessions concentrating on their specific subject area with the objective of integrating career education concepts into their instructional goals and examine career education resources to attain these goals. The subject areas covered this year were language arts and social studies.

f. Building Level Programs

Each career coordinator conducted a number of building level in-service training sessions for each building. The programs offered were jointly planned by the career coordinator, building principal, building career advisory committee and the building liaison person. The variety of different programs offered indicate the diversification of needs at each building. (See Appendix I. for a listing of topics presented.)

2. CURRICULUM DEVELOPMENT

During the past several years newly adopted elementary textbooks have enhanced the Career Education Program in the Akron Public Schools. These textbooks have been selected because teachers in career schools realize how career education infusion into the curriculum motivates students and helps their development. In addition to the textbooks many consummable materials have been purchased with program funds for use in individualized learning stations and as supplements to the texts. Career coordinators continue to work on a one to one basis with teachers or in grade level teams to develop curriculum for special units. It is difficult to observe a separation of career education from the elementary curriculum with the texts including career education as well as the high level of infusion.

At the secondary level, extensive in-service was done with teachers of language arts and social studies to help teachers develop their own curriculum, infusing career education ideas and activities. This curriculum development was supplemented by commercially prepared subject oriented career education materials purchased with program funds.

Our career education resource guide published in preparation for the 1979-80 school year was used to in-service teachers in curriculum development. This guide was divided into four sections, Section I gave teachers an overview of the program with goals, objectives and teaching techniques. Sections II and III included a listing of resource and reference materials with descriptions including films, filmstrips, kits, books, curriculum guides, pamphlets and workbooks. Section IV dealt with use of community resources as related to individual subject areas. All forms needed to arrange conference calls, field trips, and speakers as well as follow-up activities and questions to be used with the conference phone were included in this section. By using these guides as an in-service tool teachers were able to see how to infuse career education concepts into their curriculum.

3. Career Guidance Activities

A career guidance component continued to provide meaningful guidance activities for students in grades kindergarten through high school.

At the elementary level, career coordinators, classroom teachers and counselors developed and implemented career guidance activities. In-service training was inducted at most of the elementary buildings relating guidance concepts with techniques for implementation. Speakers were invited to talk with staff on the importance of effective communication and the process of using encouragement to motivate children to strive and succeed. Approximately 15 sessions of this type were held during the 1979-80 school year. (See Appendix V)

Career coordinators demonstrated guidance techniquest such as use of DUSO, Glasser Classroom meeting and other coordinator created guidance programs, many of which were consumable workbooks.

These programs also dealt with stereotyping of occupations by sex roles. Peggy Meeker, Joye Douds and Joyce Quirk developed the program.

The career guidance program at the secondary level was intense and involved career coordinators working with secondary counselors. Systematic activities included:

- Holland Vocational Preference Inventory - for 10th grade students
- Kuder DD for 12th grade students at Buchtel High School.
- Crites - the new Crites, Career Maturity Inventory was field tested for 6 weeks at Buchtel and Central-Hower. The unit on competencies and attitudes was directed by Dr. Mark Savickas of the Northeastern Ohio Universities College of Medicine.
- The Ideas interest inventory was used at Central-Hower and Kenmore.
- Jobbo was used at Kenmore High School.
- The GATB was used cooperatively with the Work Experience Program staff at Kenmore and East Highs.
- COIN, the Comprehensive Occupational Information Network was utilized in all high schools and at Goodyear and West Junior Highs.
- Other career information was available for students in all secondary Learning Resource Centers and the Career Education Office.

During the year, a committee was formed to evaluate the present vocational and career testing programs in the Akron secondary schools. Through a series of meetings and in-service sessions, many assessment instruments were evaluated according to criteria established by the committee. The Kuder E General Interest Survey was chosen as the vocational-career assessment instrument to be used with 8th grade students. Students at Goodyear, Kent and West Junior Highs received the program. The 1980-81 year will see the Kuder E Inventory used with all 8th grade students in Akron.

This career guidance committee will be on-going. Next year the intent is to further establish a city-wide scope and sequence for guidance activities.

4. STEREOTYPING AND NON TRADITIONAL ROLES FOR STUDENTS

Studies show that a surprising number of students are familiar with the idea of equal opportunity for men and women but are bound by the stereotypical image of strong men and weaker, silly women. Children, if they are told about women in non-traditional roles usually see them in low status jobs. The role of teachers, counselors and career coordinators in working with children is to intervene and encourage individual openness and flexibility as boys and girls consider adult occupational and family roles.

Emphasis on broading occupational and family choice for boys and girls in the Career Development Program, 1979-1980, was operational at all levels from resource materials selection to classroom lessons. (See Appendix VI.)

Some specific things that have been accomplished by teachers, counselors and career coordinators are as follows:

1. Elementary classroom lessons on stereotyping were presented on a regular basis throughout the year at various selected schools.

   Lessons were used to present expanded occupational choice to both boys and girls. (K-4 lessons were modified for suitability for younger students using more visuals and games.)

2. Seventh and eighth grade students all participated in a non-traditional experience in home economics and shop. All students experience both areas and the Career Development Program assists by arranging field trips and speakers and extensive curriculum based activities.

   One activity involvement was in cooperation with the Labor Education Advancement Program. (LEAP) This program allowed 7th graders to learn more about various occupations by actually observing skilled workers, many in non-traditional roles. Emphasis was on non-traditional roles in the skilled trades. Some 300 students participated in this activity.

3. The National Alliance of Business operated with the Career Development Program providing classroom visits and Career Fairs for 17 schools. (10 secondary and 7 elementary) The NAB program emphasized racial balance as well as men and women in non-traditional roles.

4. A special program taught to 9th graders that specifically emphasized non-traditional roles was taught at one junior high school. Sixteen speakers and numerous field trips were built around the concept that broadened occupational choice will make for more content workers.

5. HANDICAPPED AND DISADVANTAGED

The handicapped student population includes the orthopedic, learning disabilities, hearing impared, emotional and mental retardation and incident handicapped.

The career education needs of this population are determined by utilizing a special needs work assessment instrument. (See Appendix VII.) Upon referral by a teacher, a student participates in a work evaluation process that assists in the placement of the student for vocational education, career exploration or special work study programs. The evaluation includes the student's personal characteristics, work behavior patterns and achievement performance on manual and finger dexterity; motor and eye-hand coordination; verbal aptitude; spacial, clerical and form perception and numerical ability.

The gifted student population have received special attention this past year with a "Gifted and Talented" program which attempts to identify student interest and aptitudes related to math and science. Students are then permitted to explore academic and career fields.

The disadvantaged and minorities have their academic strengths and weaknesses established by standarized achievement test while the career development needs are determined through an intake process conducted by CETA funded career specialists assigned to each of the secondary school buildings. The process includes an interview, interest and vocational maturity testing as well as the administration and interpretation of the General Aptitude Test Battery.

There is no difficulty in reaching the objectives of career education with this special population since they will either be enrolled in ongoing activities which incorporate career education activities, or will have intensified career development treatment provided with the support of CETA, special education or gifted and talented funds.

4. PROGRAM ADVISORY COMMITTEE

There are several structures that have assisted in carrying out collaborative efforts within the community. An organization that has a long history of collaboration with the schools and now with the Career Education Program is the Akron Regional Development Board. A committee of business, education, labor and industrial leaders meet and discuss mutual concerns of the working world and education. This group is further organized in sub committees and provide schools assistance in obtaining community resources for field observations and locally related occupational projections and information. It also assists in the development of resource sites for the summer "work experience training programs" for educators.

The local "Career Education-Vocational Education Advisory Committee" assists the schools' leadership by projecting occupational needs of the community, reacting to long range goals of program development and expansion, providing direction in the establishment of intensive career exploratory and skilled development programs.

In order to be responsive to organized labor's concern for career education, an initial thrust of developing a closer working relationship with labor began in 1976. Working closely with the Akron Labor Council AFL-CIO, a "labor-education advisory committee" was formed to attain the following objectives:

1. increase communications between labor and the schools,

2. place students in direct contact with people in organized labor,

3. expose students to organized labor's view on issues,

4. provide assistance in planning and implementing training programs for educators,

5. select resource speakers and sites for field trips.

As a result of the committee work the following outcomes have been achieved:

- A labor representative coordinates requests for classrom resources and instructional aids.

- Extensive in-service programs have been implemented with professional labor representatives providing the instruction to educators.

- Integrated labor-education curriculum units have been developed and field tested.

- Labor representatives serve as consultants in "Project Business" and the "Youth Motivation Task Force".

- Labor-education classroom instructional materials have been provided for the Career Education Program.

Using our community actively as an educational resource over the past year has enabled the Career Education Program to develop a comprehensive list of community personnel who are willing to assist the schools. This information is disseminated to the local schools in the form of a Community Resource Guide which provides a quick way for teachers and counselors to view resources available by curriculum areas. The resource guide also contains information about procedures and preparation for utilizing these resources. The guide is updated each year as new occupational areas and personnel are utilized.

5. PROGRAM DISSEMINATION

Information of program efforts have been disseminated at a local, state and national level through the following sources: (See Appendix ~~IX.~~ XI)

- Akron Public School's "Career Development Program" brochures are utilized for general information to accompany informational brochures developed and distributed by the state department of education.

- Program overview materials have been distributed to approximately 350 school districts through the National Diffusion Network.

- A "Handbook on School and Community Collaboration" has been distributed nationally to approximately 6,000 agencies and individuals to include all State of Ohio Career Education Program coordinators, while an additional manual for "Labor and Career Education" activities will be distributed shortly to a national audience by the United States Office of Education.

Every educator in the project sites of the Akron Public Schools and central office administrators have been issued a "Career Education Resource Guide" which provides (1) overview of program operations, (2) resource material available to staff, (3) reference material to include career education curriculum guides and (4) the effective use of community resources.

- "Career Education Programs That Work" - a publication prepared by the United States Office of Education has been disseminated to school districts throughout the country. The book features fifty page summary of the Akron Schools' Career Education Program.

- "Education Programs That Work" is prepared by the National Diffusion Network of the United States Office of Education. School districts interested in obtaining information on JDRP-NDN approved career education programs will find the Akron program outlined in detail.

- Newspaper and magazine articles feature local program efforts.

6. PERTINENT INFORMATION PERTAINING TO THE DISTRICT

(See Appendix IX.)

APPENDIX I

In-Service Programs

- Overview In-Service Programs 1979-80
- Training in Use of Conference Phone
- Youth Motivational Training Program
- University Related Workshops
- Training With Parents
- Economic Awareness Workshops
- Curriculum In-Service
- Career-Vocational Assesment In-Service

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I. In-Service Programs

- Overview In-Service Programs 1979-80
- Training in Use of Conference Phone
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- University Related Workshops
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- Economic Awareness Workshops
- Curriculum In-Service
- Career-Vocational Assessment In-Service

II. Akron Public Schools Career Education Program Assessment

III. End of Year - Field Trips and Speakers

IV. Summative Evaluations

- Executive Summary
- Effect of Career Education on Career Maturity (Doctoral Dissertation)

V. Career Guidance Activities

VI. Non-Traditional Roles - Sex Role Stereotyping

VII. Handicapped - Special Population Assessment Forms

VIII. Dissemination Material

IX. Akron Public School Facts 1979-80

APPENDIX E
CAREER EDUCATION IN-SERVICE PROGRAM 1979-80

AUGUST

Date	
23-24	Introduction to Career Education - Central-Hower, Kenmore Districts
23-24	Developing Career Exploration Guidance Units - Central-Hower High
24	"Make and Take It" - Central-Hower, Kenmore
26	Overview of Career Education-Riedinger Middle School
27	Introduction to Career Education - Crosby, Crouse, Schumacher, Highland Park
29-30 31	Introduction to Career Education - Lawndale, Kenmore, Rimer, Heminger, Smith, Pfieffer Schools

SEPTEMBER

Date	
11	Introduction to Career Education - Fraunfelter, Leggett Schools
18	Introduction to Career Education - Mason, Erie Island, Portage Path, Stewart, West Jr.
18	Use of Community Resources - East High School
23	Career Education Program Operations - Barber
25	Career Education Material Display - Innes, Barrett
27	Career Education Materials Display - Rimer, Pfeiffer
27	Career Education - Materials Display - Guinther School

OCTOBER

Date	
2	Career Education - Barber School
3	Career Guidance Techniques Work Experience Prog. Staff
9	Conference Phone Training Seiberling School
9	Motivation for Career Education - Kent Jr. High
9	Career Education and the Handicapped - Barrett School
8,15, 22,27	Introduction to Career Education - Innes Jr. High
11	"Project Business" Training
15	Conference Phone Training - David Hill School
16	Overview of Program Operations McEbright School
17	Parents Introduction to Career Education - Smith School
18	Parents Introduction to Career Education - Barrett
23	Career Education Resource Center Tour - East High
25	Introduction to Career Education - all ninth grade counselors - Buchtel, Central-Hower High Schools

NOVEMBER

Date	
7	Career Education Staff Development - Miller Bldg.
13	Program Overview - Hotchkiss
13	Conference Phone Training Fraunfelter School
13	Program Overview - Goodyear Junior High
13, 19, 20	Conference Phone Training Innes, Heminger, Smith School
15	Parents and Career Education Barrett School
20	Career Education and Reading - Glover School
27	In-service for Career Education Liaison Personnel
27	Effective Communication - Seiberling School
27	Conference Phone Training - Voris School

December

Date	
1	Economic Awareness Workshop - City-wide
4	Conference Phone Training-Lawndale
4	Communication Skills Innes Jr.High
4	Presentation of Career Education material - Barrett
4	Economic Outcomes of Akron - Voris
4	Career Education Materials Display Barber School
11	Career Educ. Resource Center Tour - McEbright School

January

Date	
5	Economic Awareness Workshop - City-wide
8-15	Motivation for Career Education - Rankin
8	Conference Phone Training - Fraunfelter
10	Conference Phone Training - Guinther
8	Effective Communication Skills - David Hill
11	Career Guidance City-Wide Counselors
15	Career Education & Legion for Literacy-Leggett
15	Conference Phone Session-Glover School
15	Career Development - Highland Park School
15	Conference Phone Session Goodyear Jr.
17	Parents & Career Education Barrett School
17	NAB's Training City-wide
17	Encouragement with Kids - Firestone Park, Voris
17	Reading and Career Education Glover School
19	Career Education- Reading, Math - Schumacher School
22	Reading and Career Education - Firestone Park

January (cont'd)

Date	
22	NAB's Training - West Jr. High
28	Conference Phone Training -Highland Park
29	Leisure Through Life - Voris School
29	Communication Skills Part II - Seiberling
29	Math & Career Education Math Association
29	NAB's Training - Perkins
29	Conference Phone - Mason
30	Career Education Materials - Highland Park
31	Project Business - Miller Building
31	Staff Development - Rimer

February

Date	
5	Social Studies and Career Education - East & Garfield
5	City-wide Career Guidance In-service - Counselors
19	Conference Phone - Crosby
23	Buchtel Career Guidance Workshop
28	Social Studies and Career Education - Garfield,East, Goodyear and Kent Jr. High
14	PTA Career Development Highland Park
19	NAB's Inservice - Hotchkiss
26	NAB's Inservice - Fraunfelter
28	Social Studies & Career Education, East, Goodyear, Garfield, Kent.

March

Date	
1	Economic Awareness City-wide
1	Career Guidance - City-Wide -Counselors
4	Communication Skills Glover
12,15	Career Skills for Non-speaking English Workshop
12	Encouragement - D. Hill
12	Career Education for Parents - Barrett
13	Economic Workshop - Miller Bldg.
18	Implications for Human Relations - Firestone Park
19	Career Education Materials Training for City-wide Library Aides
20	Social Studies & Career Education-Kent, Garfield East and Goodyear
25	"What You Are Is What You Were When" Film-Voris
25	"Career Skills for Non-English Speakers -Leggett
18	"Career Skills for Non-English Speakers - Schumacher School
26	Encouragement - PTA - Fraunfelter School

April		May		June	
Date		Date		Date	
8	Communication Skills - Firestone Park School	6	Stafi Field Trip to Firestone Research	9-13	Community Resource Workshop University of Akron
14	Language Arts and Career Education - East, Goodyear, Kent, Garfield	13	Field Trip to Community Site	16-19	Career Guidance Techniques - Central-Hower High School
22	Career Education and Disadvantaged Youth - Seiberling	14	Language Arts and Career Education - East, Goodyear, Kent, Garfield		
25	Stages of Human Development - Voris	29	Economics Workshop - Teachers involved in writing projects.		

CONFERENCE TELEPHONE CALL

FIELD TRIPS/SPEAKERS BY PHONE

The conference phone is a special telephone which enables a group of students or an entire class to talk with a resource person. The conference phone call can be used when it is not feasible for the class to take a field trip or where the speaker is unable to visit the class in person.

WHY USE THE CONFERENCE CALL?

1. Improved communication skills: Your students will develop speaking and listening skills; they will learn to articulate questions and to evaluate answers.

2. Motivation: The personal contact with prominent personalities and the immediate feedback the call offers can heighten interest in any subject.

3. Field trip supplement: Before a field trip, the conference call serves to help prepare students. After the trip, it can be used for follow-up questions that evolved from the trip.

A kit is available to help teachers K-12 implement the use of the conference phone. The kit contains:

*17-minute Filmstrip in full color. In two parts:
Part I, Telexplorer in Action
Part 2, Teaching Benefits of Telexplorer

*Tape Cassette

*Set of four Activity posters for wall display

*Envelope with 11 Duplicating Skills Masters

*Teaching Guide for levels K-3, 4-6, 7-9, 10-12

*Topics Bulletin to help launch class research for Telexplorer calls and follow-up work

CONFERENCE TELEPHONE CALLS

Procedures to Follow

1. To make arrangements for a conference call, use a speaker request form. These are available from the career coordinator or liaison person.

2. Include information pertinent to the call:

   a. The person you want the call placed to (specific or general) phone number if known.

   b. Date & time for the call

   c. Length of call

   d. Topics to be covered

   e. Information about class - age, grade, subject

3. Prepare your class regarding:

   a. Telephone courtesy

   b. Facts about person being called

   c. Questions to be asked

4. The Career Coordinator will arrange for the phone hook-up

5. You will be notified when arrangements are completed

QUESTIONS TO USE WITH CONFERENCE TELEPHONE CALLS OR SPEAKERS

In using resource persons to relate career concepts, students should always be well-prepared to ask relevant questions. The following questions can serve as a guide. It is sometimes helpful to send these kinds of questions to the resource person in advance of the presentation or conference phone call.

1. Self:

   What is involved in your work?
   What do you like about it. Dislike about it?
   What is your work day like?
   Does your work require a lot of extra time? Do you work nights or weekends?
   Do your work duties change from day to day?

2. Employability and Work Adjustment Skills:

   How is the work environment?
   Is it clean? Noisy?
   Do you work alone or with others?
   Is your work dangerous?

3. Decision Making:

   Would you like to change occupations?
   What else would you like to do?
   If you could change one thing about your work, what would it be?
   How did you decide what kind of work you wanted to do?
   Did you have any hobbies that led to your choice of work?
   Do you have some now?

4. Education and Training:

   What training or preparation is needed for the work tasks you perform?
   Are there age, weight or height requirements?
   Can both man and woman do the work?
   What specific skills do you need?
   What aptitudes do you need?
   What personal habits help you with your work tasks?
   What tools or special equipment do you use in your work?
   What school subjects would be valuable for this kind of work?

5. Individual and Environment:

   How are the tasks you perform related to other workers?
   To the community?
   To the city?
   To the country?

6. Economics:

What kinds of rewards do you receive, besides pay, for doing this kind of work? In the coming years what are the changes for employment in your kind of work. What other kinds of jobs are there in your Company or organization.

7. World of Work:

What else can you tell us about your work that would help us make future plans? What does your company want to know about somebody who applies for a job?

The National Alliance of Businessmen

Metropolitan Akron Jobs Council, Inc.

January, 1980

Newsletter

NEWS UPDATE ON AKRON METRO

The 13th year of the National Alliance of Business is underway with Al Banghart on loan from General Tire personnel staff serving as Metro Director. Al's responsibility is the administrative direction of the Akron Metro NAB activities. His 35-year General Tire experience includes administrative assignments in both domestic and international operations as well as government sales. In 1979, he served as Manager Support Services for the NAB Akron Metro operations.

****

YOUTH MOTIVATION TASK FORCE PROGRAM

With 198 volunteer motivators participating, the very successful NAB Youth Motivation program in cooperation with the Career Education Program of the Akron Board of Education is underway with Elmore Banton, Operations Manager for the CETA program; Nick Topougis, Coordinator of the Career Education Program; and Terry Meese of the Akron Metropolitan Housing Authority providing the leadership. The program got started with a four hour training session, January 17th at the University Club and will be in operation during February, March and April in 17 junior high and elementary schools. This program is top-rated among such programs in the nation.

****

JOBS PLEDGE CAMPAIGN

The Akron Metro NAB which includes Summit, Stark, Portage and Medina counties will be actively involved in promoting jobs for the structurally unemployed (disadvantaged), veterans, ex-offenders, and needy youth through the JOBS Pledge Campaign. The goal for FY 1980 is 3,650. The campaign covering Summit, Medina and Portage counties will be in operation during April and May under the leadership of John Fulton, Labor Relations Coordinator - General Tire, with the assistance of Virgil Collins, Manager E.E.O. and Training - City of Akron. The goal for FY 1980 could not be attained without the complete involvement of the business sector and the loaning of Account Executives to the program. This community program is underway and your community needs your help.

****

TARGETED JOBS TAX CREDIT

The Revenue Act of 1978 created a Targeted Jobs Tax Credit (TJTC) to offer business of any size the incentive in the form of tax credits to hire hard-to-employ persons. A business can qualify for a tax credit of 50% of the first year's wages (up to $6,000) and 25% of the second year's wages (up to $6,000) for each eligible employee hired on or after September 26, 1978.

The attached brochure details the employer's benefits under the program. We urge you to investigate the advantages available to your company. Call Al Banghart at the NAB office (216) 253-4434 for assistance.

Kathy Taylor
Public Relations Manager

NATIONAL ALLIANCE OF BUSINESS
YOUTH MOTIVATION TASK FORCE

_____Classroom Presentation
_____Career Fair

Evaluation of presentation

Teacher_____

Motivators_____

_____

Please respond to the items below. Your cooperation will be beneficial in assisting the motivators to improve their presentations. You may wish to have your students respond to the questions with a show of hands.

1. Was the presentation interesting/motivating?

   _____Yes _____No

   Comments:_____

2. Did the motivators stress the importance of attitude, attendance, and preparation in future job success?

   _____Yes _____No

   Comments:_____

3. Did the motivators use any visual aids or handouts?

   _____Yes _____No

   Comments:_____

4. Did students understand the relationship of various school subjects and the motivators' occupations?

   _____Yes _____No

   Comments:_____

5. Could the presentation be improved?

   _____Yes _____No

   Comments:_____

Please return to _____to be forwarded to the motivators.

YOUTH MOTIVATION TASK FORCE

ORIENTATION SESSION

AGENDA

THURSDAY, JANUARY 17, 1980

UNIVERSITY CLUB

8:00 - 8:15	COFFEE & DONUTS (REGISTRATION)
8:15 - 8:30	WELCOME & INTRODUCTIONS OF NAB STAFF & YMTF CO-COORDINATORS - Mr. Terry Meese OPENING REMARKS - Mr. Ed Butler, NAB METRO CHAIRMAN
8:30 - 8:35	INTRODUCTION OF CAREER EDUCATION REPRESENTATIVES - Mr. Nick Topougis
8:35 - 8:50	OVERVIEW OF NATIONAL ALLIANCE OF BUSINESS, YOUTH MOTIVATION TASK FORCE PROGRAM - Mr. Elmore Banton
8:50 - 9:10	TEACHER REACTION TO YMTF PROGRAM
9:10 - 9:30	REACTIONS BY STUDENTS RELATIVE TO THEIR NEEDS
9:30 - 10:00	OVERVIEW OF CAREER & VOCATIONAL EDUCATION PROGRAMS
10:00 - 10:10	BREAK
10:10 - 12:00	SMALL GROUP ORIENTATION & WORKSHOP
12:00 - 1:15	LUNCH

INTRODUCTION TO CAREER EDUCATION

* A Two Day One Credit Hour Workshop
University of Akron/Akron Public Schools

August 23rd and 24th, 1979 - 8:00 A.M. - 3:30 P.M.

Workshop Co-ordinator - Dr. William Nemec

Objectives: This workshop will be designed to introduce Career Education concepts to staffs of the Central-Hower and Kenmore Cluster Schools.

Thursday A.M. Career Development: Your own and your students' - Dr. Mark Savickas, Assistant Professor Behavioral Science Department
Northeastern Ohio Universities College of Medicine

Thursday P.M. Career Education in Your Classroom - Mr. Nick Topougis, Director Career Education and Staff - Akron Public Schools

Friday A.M. "What you are is where you were when" - Dr. Glenn Saltzman
Chairperson, Behavioral Science Department
Northeastern Ohio Universities College of Medicine

Friday P.M. Small Group Sessions:
(1) Make it - Take it.
(2) Teacher Demonstrations
(3) Materials

Lunches will be provided by the Career Education Department.

Location: Thursday and Friday A.M. - University of Akron
Friday P.M. - Miller Bldg. Room 10

Participants limited to Staff of The Kenmore - Central-Hower Clusters.

*Note- you do not need to be enrolled at the University of Akron to take this workshop for credit. Registration forms will be mailed to you. You may register by mail. You also may attend without taking it for credit.

Name_____ School_____

____ I plan to attend the Career Education Workshop August 23rd and 24th

____ I wish to take it for credit.

____ I will attend but do not want credit

My summer address is:

_____ Phone_____

_____

Return this tear off to your principal by May 31, 1979.

INTRODUCTION TO CAREER EDUCATION
5600:490/590-902
Fall Semester, 1979
October 8 - 27

A COOPERATIVE WORKSHOP BETWEEN
THE UNIVERSITY OF AKRON
and
AKRON PUBLIC SCHOOLS CAREER DEVELOPMENT PROGRAM

Director:
Dr. Bill Nemec
The University of Akron
Department of Counseling and Special Education
102 Carroll Hall
Akron, Ohio 44325
(375-7777)

WORKSHOP OBJECTIVES

1. To introduce career education concepts to the staffs of the Central-Hower and Kenmore Cluster Schools.

2. To demonstrate methods of integrating career concepts into the K-12 curriculum.

WORKSHOP AGENDA

Monday, October 8, 4:00 p.m. - 7: p.m., Innes Junior High

Welcome and Introductions
-Mr. Nick Topougis, Director of Career Education

Workshop Orientation
-Dr. Bill Nemec, The University of Akron

The Career Development Process
-Dr. Mark Savickas, Northeastern Ohio Universities College of Medicine

Monday, October 15, 4:00 p.m. - 7:00 p.m., Innes Junior High

Career Education in the Akron Public Schools
-Nick Topougis

Career Education Resource Guide
-Roberta Ryan, Joyce Quirk, Diane Green, Career Coordinators

Career Guidance Activities
K-3-Fred Zeller, Career Coordinator
4-6-Joyce Quirk, Career Coordinator
7-12-Jerry Ryan, Career Coordinator

Monday, October 22, 4:00 p.m. - 7:00 p.m., Innes Junior High

What You Are Is Where You Were When
-A film and discussion led by Dr. Glenn Saltzman, Northeastern Ohio Universities, College of Medicine

Saturday, October 27, 8:00 a.m. - 12 noon, Miller School, Room 10

Make It and Take It and Materials Review
-Diane Greene and Roberta Ryan

Group Discussion of Career Program Implementation
-Nick Topougis

Workshop Summary, Evaluation and Assignments
-Dr. Bill Nemec

CREDIT REQUIREMENTS
1 Semester Hour

Credit and grades will be determined on a contract basis. One (1) semester hour of credit will be granted to those participants who successfully complete the requirements listed under the grade contract.

B Grade

1. Attend all workshop sessions. Because of the concentrated workshop program, regular attendance is essential. Any absence will result in a lowering of the contract grade by one letter grade.

2. Complete and turn in three career materials evaluation forms during the last session of the workshop.

A Grade

1. The requirements for the B Grade.

2. Outline a plan for using one of the career education instructional materials presented in the workshop in your class. A typewritten copy of the outline (form provided) must be submitted by November 19 to:

   Dr. Bill Nemec
   The University of Akron
   Dept. of Counseling and Special Education
   102 Carroll Hall
   Akron, Ohio 44325

Note: All work must be of quality acceptable to the Workshop Director. No Incompletes will be given.

EVALUATION -- INTRODUCTION TO CAREER EDUCATION

Workshop Session I
August 23, 1979

Check one: 11 Primary
11 Intermediate
- Secondary

Please rate each category below:	Excellent				Poor
1. Facilities/Meal/Coffee/Conversation	5	4	3	2	1
	12	9	--	--	--
Comments: super, needed more air					
2. Dr. Savickas' presentation on Career Development	5	4	3	2	1
	18	4	--	--	--
Comments: broken down, thought provoking, enjoyable, great, too long					
3. Mr. Topougis' presentation on Career Education in the Akron Schools	5	4	3	2	1
	15	7	--	--	--
Comments: very good, inspiring, very informative					
4. Explanation of the Career Education Resource Guide	5	4	3	2	1
	15	7	--	--	--
Comments: Resource people deserve a lot of credit					
5. Demonstrations of Career Guidance Activities	5	4	3	2	1
	16	6	--	--	--
Comments:					
6. Overall rating of workshop session	5	4	3	2	1
	16	6	--	--	--
Comments interesting					

EVALUATION -- INTRODUCTION TO CAREER EDUCATION

Workshop Session II
August 24, 1979

Check one: 12 Primary
7 Intermediate
3 Secondary

Please rate each category below:	Excellent				Poor
1. Film: "What You Are Is Where You Were When"	5 16	4 7	3 --	2 --	1 --
Comments: awareness of reality geared toward adults thought provoking, excellent, enlightening, didn't like profanity used, should be shown to faculty and discussed					
2. Discussion of Film with Dr. Saltzman	5 18	4 4	3 1	2 --	1 --
Comments: good discussion, nicely led, good participation, more time needed					
3. Free Materials	5 6	4 11	3 5	2 1	1 --
Comments: hard time finding things for grade, very good, not much for primary grades, most were outdated					
4. Make It and Take It	5 8	4 7	3 5	2 --	1 --
Comments: MORE TIME NEEDED, very good, send out packets to start a file, well organized					
5. Commercial Materials Review	5 11	4 9	3 2	2 --	1 --
Comments: MORE TIME NEEDED, good					
6. Small Group Discussion on Program Implementation	5 8	4 10	3 1	2 --	1 --
Comments: nice to have someone listening, good					
7. Overall rating of workshop session	5 20	4 4	3 --	2 --	1 --
Comments: worthwhile, interesting, have more available, good, good workshop, enjoyable, first day best, much information, exciting, stimulated idea of career education, outstanding workshop					

Total Composite

EVALUATION--INTRODUCTION TO CAREER EDUCATION

Workshop Session IV
October 27, 1979

Check one: _____Primary
_____Intermediate
_____Secondary

Please rate each category below:	Excellent				Poor
1. Make It and Take It (Elementary only)	5	4	3	2	1
	9	4	3		
Comments: _____					
2. Film: C.E. in Ohio and discussion of 7 elements (Secondary only)	5	4	3	2	1
	3	2	1		
Comments: _____					
3. Commercial Materials Review	5	4	3	2	1
	13	8			
Comments: _____					
4. Lesson Plan Handouts	5	4	3	2	1
	11	4			
Comments _____					
5. Group Discussion on Program Implementation	5	4	3	2	1
	8	6	5	1	
Comments: _____					
6. Overall rating of total workshop	5	4	3	2	1
	13	9			
Comments: _____					

COMMENTS - PRIMARY
Evaluation - Introduction to Career Education

1. Make It & Take It.

Needed more time to make these. Materials are excellent! When can we have another make-it & take-it session. Need more time. Pass out free papers on a Mon. night. I would like to see more creative use of materials. Too rushed. Very Well organized. Not enough time - too many great materials and not enough time to utilize them. Not enough time. Games not appropriate for non-readers. Need to develop more for 5-6 yr. olds. Much too fast - start promptly at 8 A.M. - to give us more time. Good ideas for learning stations. Too much to see and do - not enought time to accomplish much. Need more material on the primary level K-1.

3. Commercial Materials Review.

A lot of good materials I have never seen. Not enought time. Too rushed - though good. More time would be beneficial. Great didn't have enough time to really explore them. Need more time. Materials excellent. Very good - but far too hurried. Did not really see everything I liked. Excellent materials. I hope to take advantage of. Made one become aware of the great amount of material.

4. Lesson Plan Handouts.

Cannot eval. - have not reviewed yet. Did not see?? Nicely organized. Great, can't wait to use them, or at least try. I just had a chance to skim through the handout but it seems very valuable. Very thoughtful. I'm sure it will be quite helpful. Thanks for more ideas. Looks interesting but have not had enough time to really view it. It seems to be too advance for Kdg.

5. Group Discussion on Program Implementation.

? This could eliminated. This paper would serve same purpose. O.K. at this time - I'm too rushed and frustrated to really think. Good ideas - variety. Nice to get feelings of Participants to improve future workshops.

6. Overall rating of total workshop.

Have come to appreciate purpose of implementing Career Ed. in school program. Am excited about integrating career awareness with other subjects. Very organized! Too rushed today - but very good. Well organized. I feel that it was worthwhile to me more as an individual than as a teacher. I felt motivated to teach something; I really liked the film, Dr. Savickas and Diane Greene. I feel that the workshop has been beneficial and I have gained new ideas in integrating careers in most of the subjects taught, math reading, social studies, etc. Could have those brown envelopes laminated ahead of time - since we are so limited for time (sharpies write & color on lamination). That would help us - could take the materials home. We could have viewed the "make it - take it" materials after evening classes so we could have cut & colored and pasted ahead of time. Then we would have been ready for laminating. We are allowed only so many feet of laminating per year at our school. I am used to being able to help myself

COMMENTS - Primary (cont'd.)

to one of each material to take home (from other workshops). I was embarassed when I was told I couldn't. (Can announce this before we start - so one knows.) Could leave materials out a little longer - so those who are interested could stay after, to pick up a few more games and materials, and do them at home. (could send them through pony - have them laminated, and return to us?) Helped me to become more aware of Career Ed. and what it is about - materials available for classroom use. Increaded my awareness of need to emphasise decision making and correlate skills of the children (helping-sorting) to same skills used by working adults (fireman - helper) (secretary - filest - sorting).

I'm much more aware of what Career Ed. is, and its possibilities.

Comments - Intermediate
EVALUATION - INTRODUCTION TO CAREER EDUCATION

1. Make It and Take It.

   There were plenty of materials on reading, maps and job identification. I would have liked more time to actually "Make It and Take It. Perhaps this should have been a two day session. I felt really rushed. Needed more time.

3. Commercial Materials Review.

   Rushed on seeing the available materials. Would love to spend more time on this area. Plenty available and very cleverly put together. Needed more time to review material. ½ hr. at each session. Not enough time to review and evaluate.

4. Not enough time to review and evaluate. Helped me see how to use things in lessons. Appears to be relevant to meeting classroom needs. Thank you for this material.

5. Group Discussion on Program Implementation

   It does appear that you are concerned with improving the workshop. Questions were relevant.

6. Overall rating of total workshop.

   Some workshops seemed to "drag". I wonder if we could have moved the pace - Reduced some discussion time - had mini worhshops of Make It Take It (maybe 30 or 40 minutes at least one). I realize this means additional work of transporting materials to the workshop location. Very informative! Very effective presentation. I enjoyed program very much - I find it effective and useful and a dynamic stragedy for dealing with students in a positive constructive manner. Career Education will be a part of my program.

COMMENTS - Secondary
EVALUATION --INTRODUCTION TO CAREER EDUCATION

1. Make It and Take It

2. Film: C.E. In Ohio and discussion.

   Give some ideas of possible activities. Enjoyed this film. Had fun recognizing faces and places.

3. Commercial Materials Review.

   Time spent very worthwhile. Wish I had more time to spend.

4. Lesson Plan Handouts

   Possible rearrange heading - but very conclusive (like it better that our required form.

5. Group discussion on Program Implementation.

   Good. You really cared about what we felt.

6. Overall rating of total workshop.

   Gave me renewed enthusiasm and new ideas. Hope my students will be better adjusted to make career choices. I feel better informed. I'm glad I enrolled. I have a better insight into Career Educ. This last day made it all worth while.

1

Total Composite

EVALUATION -- INTRODUCTION TO CAREER EDUCATION

Workshop Sessions II & III
Fall, 1979

Check one: __Primary
__Intermediate
__Secondary

Please rate each category below:	Excellent 5	4	3	2	Poor 1
1. Mr. Topougis' presentation on Career Education in the Akron Schools	7	14	2	2	1
Comments: _____					
2. Explanation of the Career Education Resource Guide	1	17	6		1
Comments: _____					
3. Demonstrations of Career Guidance Activities	3	9	10	3	
Comments: _____					
4. Film "What You Are Is Where You Were When"	20	5	1		
Comments: _____					
5. Discussion of film with Dr. Nemec and Mr. Zeller	4	15	5	1	
Comments: _____					
6. Your overall feelings about the workshop so far	8	16	3		
Comments: _____					

klo

COMMENTS

1. Mr. Topougis' presentation on Career Education in the Akron Schools.

   Enjoyable and informative, Many statistics used to support the need for Career Ed. in Akron were shaky at best - the need is there but not necessarily because of all the reasons quoted, informative, informative, satisfactory. Impressive - as well as disturbing. I didn't realize it was so epidemic. O.K., Too many statistics.

2. Explanation of the Career Education Resource Guide.

   Helpful, I want one, explained - would have been better if we would of had a copy, nice to know there is help available, boring but very clear, clearly explained, Diane Greene was most informative, lack of enthusiasm was very evident, informative.

3. Demonstrations of Career Guidance Activities.

   Mr. Ryan did not seem prepared, poorly done and boring, Of no real value no great harm done, Interesting, Good filmstrip - could be worthwhile to use with class.

4. Film "What You Are Is Where You Were When"

   Helpful in understanding value, great, Most important to an individual who wishes to teach - Once can not teach exceptance and change one does except and change, It could be just as impressive without the "hells" & "God-damns", Super!, Damm good! Exhilerating, I loved it, Super - needs to be seen sev eral times and discussed often to be applicable to the classroom, Excellent.

5. Discussion of film with Dr. Nemec and Mr. Zeller.

   Opening exercise was not used at conclusion and I felt it could have been interesting, I wanted to talk more and hear others comments, Interesting to hear comments of the various age groups, Bringing into focus, Also listen to others is awakening!

6. Your overall feelings about the workshop are.

   It has been very informative and has given me some insights of the why's of the Career Workshop, I'm beginning to see why Career Ed. is important and must be incorporated in the curriculum. Very worthwhile, Very good - worth seeing and thinking about, I was more excited about it all before I started the course - This has killed much of my enthusiasm, Very applicable to my classroom, I've really enjoyed it. I'd like to take further courses, Very positive in general, It's been very beneficial to me both personally and professionally, Very interesting but it hasn't helped my class program.

Total Composite

Copies to: M.S. NEC CM WN "1 of 4 N.T. DC MLC

EVALUATION--INTRODUCTION TO CAREER EDUCATION

Workshop Session I
October 8, 1979

check one: _____Primary

_____Intermediate

_____Secondary

1. What was your overall reaction to Dr. Savickas' presentation on Career Development? (circle one numeral)

Excellent				Poor
5	4	3	2	1
30		2		

2. The ideas presented by Dr. Savickas were:

Very Significant				Insignificant
5	4	3	2	1
28	2	2		

3. During this session the reasons for Career Education in the schools became:

Very Clear				Not Clear at All
5	4	3	2	1
27	3	2		

4. Additional Comments or feelings about the session:

- I feel that Dr. Savickas touched upon things that as educators we should become aware of... He had great reaction from the group and kept my attention. I would like to have another workshop with Dr. Savickas to go into more depth on the values connected with careers and <u>how</u> to educate our children about careers.

- For a Monday after school, Dr. Savickas sure kept everyone's attention!!!

- I can see where children who have faith in God and the "hereafter" have a decided edge on others. I'm appreciative of the churches who have enough concern for children to send buses into the neighborhood! Just knowing that God does care, can be quite meaningful - especially knowing that God <u>never</u> stops caring regardless of what they do. ----Didn't mean to go off on a lecture - but this really struck me tonight!

- All school teachers <u>need</u> to hear Dr. Savickas. Teachers need to better understand themselves to reach more of those hearts and souls out there looking for answers about <u>work</u>, <u>friends</u>, and <u>love</u>.

- I came to this workshop wondering how I could use "Career Education" in Kindergarten. I thought it would be a waste of time but since our school's involved - come and learn. Suggestions made in and the reasoning behind this workshop are sound and I can see that it can be adapted and used with five year olds.

- Enjoyed the presentation very much.
- I think he is tremendous, I wish I could attend a class of his. I was especially interested in career motivation as a tool against hopelessness.
  I'm amazed that I teach some most of the concepts of career ed daily.
- I believe that this workshop will help me to give to the kids a sense of hopefulness. I have been approaching this subject in my lessons now I will have a systematic way of presenting the data.
- Very thought provoking and the things mentioned make me want to return to know how to implement them better.
- Can heat be left on?
- Dr. Savickas' presentation was very interesting and very thought provoking.
- The presentation not only keyed in on career development but also had a positive thinking effect on everyone here. As a teacher and a husband it made me evaluate my growth and to hopefully expand upon it.
- I feel presentation helped me to handle children and view children in more positive way.
- I love his vigorous approach - true to life and so real. Very animated - you really know how to reach out and grab.
- Could we have some heat in the room for our next session?
- Excellent - I feel I could hear more and more to help me to help my students. I'm not here for credit and really enjoyed tonight.
- I would like to know more about that youngster whose life has been filled with inconsistency, who lives for today - and how can I better help him establish faith in his future, prepare for the future or to see some help in the future (for himself).
- It's too bad that more teachers did not take advantage of this tremendously helpful presentation.
- Gave me many ideas to think about even though I have been involved in Career Education. His approach put a different light on student activities that I <u>thought</u> I understood. Reinforcement is important to adults as well as students. (we are just older students.)

- This identified some problems in my personal life that confused me before.

- This is what more teachers need in in-service programs. In-service would become more meaningful. Enjoyed this session. It is a help in my classes. Will use these concepts and ideas.

- Everyone should have the opportunity to hear Dr. Savickas. I thoroughly enjoyed the lecture and I've certainly gained a new perspective on Career Education.

AKRON PUBLIC SCHOOLS
CAREER EDUCATION PROGRAMS
FOREIGN LANGUAGE DEPARTMENT
and
THE UNIVERSITY OF AKRON WORKSHOP

MARCH 12, 15, 17, 24

REGISTRATION PROCEDURES

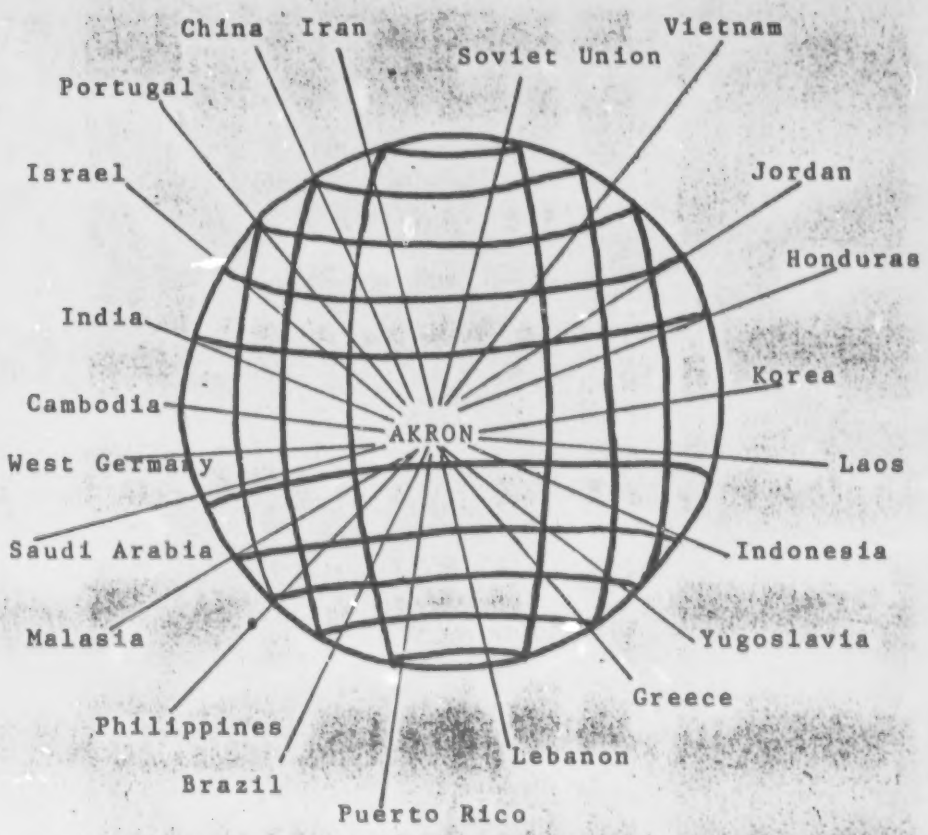
1. Places in workshop will be reserved on a first come first served basis. Please call Mrs. Rolenz at the Miller Building, career office, 434-3404 to reserve your place in the workshop. Please call by Friday, February 15th.

2. The University of Akron will then send you workshop registration forms and fee schedules to be completed and returned to the university prior to the start of the workshop.

3. Tuition and fees: Graduate: $41.00 Undergraduate/post baccalaureate fee is $34.50.

4. Fees may be paid by check or credit card.

CAREER SKILLS FOR NON-ENGLISH SPEAKERS



AKRON PUBLIC SCHOOLS
CAREER EDUCATION PROGRAMS
FOREIGN LANGUAGE DEPARTMENT
AND
THE UNIVERSITY OF AKRON WORKSHOP

MARCH 12, 15, 17, 24

CAREER SKILLS FOR NON-ENGLISH SPEAKERS

O . To inform participants of the national, state and local situation regarding non-English speaking students who are attending and will attend the Akron Public Schools.

B .

J . To present methods and techniques for helping these students and their families adjust to their new environment.

E .

C .

T . To relate Career Development objectives to the adjustment of the students academically and socially.

I .

V . To help the community and the school work cooperatively to benefit everyone.

E .

S . To become aware of the uniqueness and individuality of these students from varied cultures and to utilize these differences to the advantage of all students.

WHEN: Wednesday, March 12th
4:15 p.m. - 7:00 p.m.

Saturday, March 15th
8:00 a.m. - 3:30 p.m.

Monday, March 17th
4:15 p.m. - 7:00 p.m.

Monday, March 24th
4:15 p.m. - 7:00 p.m.

WHERE: Central-Hower Senior High School
123 South Forge Street

WHO: Teachers
Parents
Counselors
Administrators
Community Persons
Students

INFORMATION: The workshop will be open to school personnel for one semester hour of credit ($41.00).
Enrollment will be limited.
Everyone must register, first come, first served.
The workshop can be taken for non-credit. (see back cover for registration procedures)

EVALUATION

CAREER SKILLS FOR NON-ENGLISH SPEAKERS - MARCH 15, 1980

check one: 27 ____ Elementary

29 ____ Secondary

1. How effective was today's session overall?
(circle one numeral)

Very effective				Not effective
5	4	3	2	1
32	16	5		

2. The Federal Government's Overview?

Very effective				Not effective
5	4	3	2	1
20	19	12	1	

3. The overview from the state level?

Very effective				Not effective
5	4	3	2	1
11	17	13	7	1

4. The overview from the local level?

Very effective				Not effective
5	4	3	2	1
31	16	5		

5. The afternoon session on teaching techniques?

Very effective				Not effective
10 5	4	3	2	1
1 36	16	1		

6. Additional comments _____

_____

_____

_____

COMMENTS FROM MARCH 15 WORKSHOP

Really profited from all. A worthwhile day.

Again, nicely done

Materials were excellent

Excellent speakers - Only suggestion....Smokers on one side of room and non-smokers on the other.

Dr. Allen (man) was the best.

Great - get the course no. of Dr. Virginia Allen's course that is being given at Ohio State this summer.

Even though I have not had any contact, as yet, with foreign students - the knowledge that has been given to me the past two workshops has been most interesting and valuable.

Today's session was what I was hoping for. It was what I needed to know.

Speakers were very fine - gave a great deal of information and insicht into what is being done - specific materials and use suggested by V. Allen super.

Good job -

All was informative, interesting and challenging

A very good and informative session.

I like how the workshop is zeroing in on the problem - from national issues to ways of dealing in our area with such people.

A real awareness of the problem yet to be met. Super - terrific.

Outstanding - Long Day But Worth It.

Excellent day - Dr's. Allen - very practical - motivating - stimulating. Virginia Allen was terrific.

Conference call (particularly lst one) was excellent as were the people giving local status!

It was good to get ideas for helping our students; also, it's good to know where we can turn for help.

Looking forward to Monday.

It was a very relaxed informative day. Excellent speakers and well organized program!

Virginia was super.

COMMENTS FROM MARCH 15th WORKSHOP (cont'd.)

A lot of information for one day! But learned so much to help myself and fellow teachers - terrific!

Lots of information in a short period of time. Hope I remember most of it.

A lot of very good information - not sure everyone understood what was presented (implications) by all presenters.

1. Start workshop a little later that 8:00 A.M. - please!
2. I felt that the overall workshop was good and helpful, but too much time was spent on the Southeast Asian children and families. Title of workshop is somewhat misleading.

I feel that the session was excellent, however, there were one or two too many speakers. I am exhausted!!

The speakers in the morning were redundant, they covered much the same topic - listening became tiring. I suggest you give each speaker a more narrow topic or specific guidelines as to what you want, or ask each speaker for an outline prior to the presentation. In that manner, you would be aware of an overlap and could confer with speaker to reduce overlap. Loved the afternoon session - more, more!

Tumy only fair -- Antonucci - excellent - give her more time = Drysdale - very good speaker.

Next time let's add another day rather than all day Sat.

There seemed to be too many speakers in too short a time.

Need the information and addresses collected and printed for distribution.

Very helpful and interesting but not really enough time to explain each area.

Dr. Allen was very good, but we need more techniques for teaching beginners.

Loose, no control for timing speakers. Definite over-planning. Late lunch. Cold rooms. Good speakers but should have had time limits to stick to schedule.

COMPOSITE EVALUATION

Career Skills for Non English Speakers -- March 24, 1980

5	4	3	2	1
highest		average		lowest

1. Nick's story: Making the transition form one culture to another
   Nick Topougis

5	4	3	2	1
26	16	4	1	1

2. Teaching techniques for teachers of non-English speaking students.
   Dr. Carolann DeSelms.

5	4	3	2	1
8	15	14	10	1

3. Workshop Facilities and organization

5	4	3	2	1
30	14	4	0	0

4. Overall evaluation of total workshop.

5	4	3	2	1
31	12	5	0	0

Comments on presentation and content of total workshop:

The emphasis on the Southeastern Asian child was good. However, in our own society and native born is the Black American Child that we inner-city teachers are confronted with each day. Their culture and non-standard English need to be emphasized as much if not more so than that of non American born people.

Very informative; very well organized; a good variety of speakers; pleasant atmosphere; friendly people and willing to participate; most enjoyable and very educational.

A very enlightening and well-organized workshop.

Dr. DeSelms talk was very interesting, but unfortunately it was repeatative from the Saturday March 15 sessions with Dr. Allen.

Has been one of the most super experiences. Interesting, Valuable, To the point, Many thanks!

This has been an outstanding workshop. Thanks!

Great workshops - content was needed in our system - the more information the more we can help our non-English speaking students.

The personal, first-hand, sharing was the best. Gave a much more (vivid) concrete idea of what is involved with non-English speakers. Total workshop was both interesting and informative. At present I am not involved with any non-English children, but have gained a good idea of what's going to be involved when and if I ever do.

English language is mort difficult, Oral speaking very important in learning the language - written and grammer skills come later. Great workshop, constantly aware of the changes in our society. Just a chance to become more aware of the world around us.

Recieved many excellent ideas for working with non-English speakers. Acceptance first and teaching of basics second.

One of best workshops, When situation arises, we will have beginning techniques and many resources to contact.

Good planning, Worthwhile, Effective, Achieved goals of workshop.

Workshop was very meaningful; provided a variety of information that was extremely interesting and relevant.

Feeling of group togetherness + acceptance + working together. This workshop has pointed out to me how much TESOL education is needed. Also - great food.

This has been meaningful and quiate relevant, considering what I have been doing and what I hope to do. (I tutor a Spanish-speaking person in English and I will begin tutoring a Mong Chinese Student this week)

Good background but not much on how to teach. Espec. feel need for more on how to communicate and teach basic English usuage.

Carolann's presentation was good but not relevant to those of us not dealing w/"clients" at this time. She will definitely be needed when the time comes. Total workshop A-.

An extremely interesting and thought provoking approach to teaching new foreign born students. Apparently with the upheavel found in our so called modern world - English may well become the universal language.

Best workshop I have ever attended. Everyone involved is to be congratulated I can't belive it's over! The time went by so fast.

Excellent series! I appreciate the opportunity to participate. I gained a great deal of information which will be useful to me in my system! Thanks!

I was very dissappointed in some of the speakers as being related to the normal elementary classroom. ** Why didn't you use local talent such as Evelyn Yovich who just returned from Iran. She would have been much more interesting than Dr. DeSelms!

The best part of this program was seeing the need (the Cambodian family) and realizing that it could be met (Dr. Helen, Dr. DeSelms, Doug Cole).

Dr. Carolann DeSelms presentation did not seem appropriate for this workshop in that many of us will not be dealing with the teaching of formal English.

Excellent workshop - learned a lot of useful information.

24th Session - Nick was excellent. He was sincere and seemed to feel deeply about his personal experience. He got his message across. Carolann DeSelms gave us a great deal of information. She was very good.
Overall workshop - Very informative workshop. Consultants were all relevant to topics and objectives of workshop.

I've gained a lot of knowledge attending all the workshops - most informative. Mr. Nick Topougis - very interesting. Dr. Carolann DeSelms - most helpful.

Best workshop I've attended since beginning graduate work.

Very informative and will understand more readily.

The overall workshop as an orientation to a new area was valuable. I have an insight to several general areas and may find it valuable to continue in specific areas.

Very interesting - gave some new clues and approaches to helping to meet the situation on the non-speaking students.

Content of total workshop with handouts very helpful and a meaningful learning experience.

Dr. DeSelms gave too many specific examples for the alloted time and lost her audience.

EVALUATION Composite

Career Skills for Non-English Speakers
March 17, 1980

Total responding = 40

Check one:

23 Elementary

15 Secondary

2 Other

1. How effective was today's session in helping you to understand the plight of immigrants?

Very Effective				Not Effective
5	4	3	2	1
36	4			

Comments: _____

_____

2. How effective was today's session in presenting ways that school personnel can help non-English speaking children?

Very Effective				Not Effective
5	4	3	2	1
15	16	8	1	

Comments: _____

_____

3. Additional comments/suggestions:

_____

_____

_____

_____

1. How effective was today's session in helping you to understand the plight of immigrants?
Comments:

Excellent
A very moving presentation.
Really feel "only the strong survive"
Hearing what it was like for the person in the other country was incredible. I can only think of admirstion for sticking it out in such dreadful circumstances. Truly appreciated hearing from the Ung's.
Very good to hear from people involved in escape.
Very moving and perceptive
Excellent. The family is precious and an asset to our United States. I feel very humble.
Incredible. Seypo's fluency in English is fantastic.
Would be helpful for entire school staffs.
Wish it was longer; fascinating.
What a courageous family
I became more aware of the previous conditions of lifestyle.
Very heart-warming and heart-breaking.
Seypo - excellent.

2. How effective was today's session in presenting ways that school personnel can help non-English speaking children?
Comments:

Enjoyed comments by all.
Of course we still have a lot to learn.
A most difficult task; what an achievement.
3 - simply because of time.
Idea of all concerned working it out together seems to take the burden off one and make it easier to cope and do the best for the children.
Would like to hear more when time.
The one thing that was emphasized is that caring can go a long way in learning and communications.
Need to speak about adults also.

3. Additional comments/suggestions:

More time.
Trial and error has to be the way. Total educational family is the way. Nicely done.
Beautiful, moving session.
Excellent.
Very good - received some more information that can be used.
Very good session.
Very informative and emotional class.
This has been the best session thus far. Most informative, most moving.
It was an excellent idea to have the family come and explain how life has been for them in America and before America.
"Hands-on" information is most worthwhile
The desire and commitment of this father - to survive and to help his family survive is unvelievable.
Very interesting.
Nothing merits more meaning than the real experience with the children.
Really has opened my eyes to the situation. I feel an empathy that I've never felt before.
It's good to seepeople admit to loving first - using common sense.

Akron Public Schools
Career Education Program
and
The University of Akron
College of Education

BRAVE NEW WORLD
Training and Retraining in the 80's
2 Semester Credits

OBJECTIVES

This one week workshop will involve a combination of classroom, community and technical college, and community worksite experiences. The workshop activities are being designed to meet the following objectives.

- To inform participants of the economic outlook of Akron as it relates to employment.
- To present occupational areas that will be in high demand in the 80's
- To provide participants a hands-on experience in selected technical training areas at The University of Akron's Community and Technical College.
- To become aware of the psychological implications of adapting to change in a technological society.
- To foster direct dialogue between business, industry, labor, and educators on helping youth become and stay employable.
- To help participants use the resources of the career education program in delivering occupational information to students.

WHEN: Monday - Friday, June 9 - 13
8:30 a.m. - 3:00 p.m.

WHERE: The University of Akron
Community and Technical College

WHO: Professional Staff, Akron Public Schools

ENROLLMENT INFORMATION: Enrollment limited. Staff members in career school receive first priority.

REGISTRATION PROCEDURES:

1. Places in the workshop will be reserved on a first come first served basis. Please call Mrs. Rolenz at the Miller Building Career Office, 434-3404 to reserve your place in the workshop. Please call by Friday May 2nd.

2. The University of Akron will then send you workshop registration forms and fee schedules to be completed and mailed to The University prior to the start of the workshop.

3. *Tuition and fees: Graduate: $82.00
Undergraduate/postbaccalaureate: $69.00

*A modest fee increase is likely, effective summer 1980.

WORKSHOP EVALUATION

N=28

Training and Retraining in the 80's

Please check 12 elementary 8 junior high 8 high school

Overall Program

Please rate each activity from a high of 5 to a low of 1. Circle the number that most closely reflects your feeling of the value of the activity.

	5 highest		3 average		1 lowest
1. Communications prior to the start of the workshop.	12	7	8		1
	5	4	3	2	1
2. Planning, organization and administration of the workshop.	25	3			
	5	4	3	2	1
3. Technical Education presentations at The University of Akron.	21	7			
	5	4	3	2	1
4. Visitations to community worksites.	20	7	1		
	5	4	3	2	1

While it may be difficult to make immediate judgments on this workshop's impact on you personally, please project an answer on how you now feel.

	YES	NO	UNCERTAIN
5. This workshop has increased my knowledge of technical careers.	28		
6. This workshop has changed my perceptions of Technical Education.	27	1	
7. This workshop may change my teaching or counseling behaviors.	25	1	2
8. This workshop was a worthwhile experience.	28		

Specific Classroom Activities

Please rate each session from a high of 5 to a low of 1.

9. Panel on "Akron's Economy and Employment (Edwards, Ebner, Alkire, Tracsel, Myers).	21	6	1		
	5	4	3	2	1
10. Mary Lou Griffin's presentation on Organizing Career Information	20	5	2	1	
	5	4	3	2	1

11.	Dr. Misko's presentation and tour of the Community and Technical College.	22	6				
		5	4	3	2	1	
12.	Morning debriefing sessions of the prior day's visits.	15	10	2			
		5	4	3	2	1	
13.	John Grom's presentation on Placement.	21	5			1	1
		5	4	3	2	1	
14.	Marilyn Carrell's presentation on Placement.	26	2				
		5	4	3	2	1	
15.	Application of workshop information to the classroom (Career Coordinators).	15	9	3			
		5	4	3	2	1	
16.	Lunch at Gardner Student Center	28					
		5	4	3	2	1	

Technical Training Programs at University of Akron

Please rate only those that you attended

17.	Allied Health and Medical Technology (LaVerne Yousey).	12	1				
		5	4	3	2	1	
	Comments: Comprehensive and informative presentation						
18.	Data Processing (Rod Marshall).	8	4	3			
		5	4	3	2	1	
	Comments: No onsite observation						
19.	Public Service Technology (Joe Lentini).	12	2				
		5	4	3	2	1	
	Comments:						
20.	Engineering and Science Technology (Mike Haddad).	14	1				
		5	4	3	2	1	
	Comments:						
21.	Sales and Merchandising (Larry Golden).	3	2	3	1	5	
		5	4	3	2	1	
	Comments: Really good in that he outlined curriculum - I needed that						
22.	Office Services (Anne West and Linda Rodda).	12	3				
		5	4	3	2	1	
	Comments:						

Community Worksite Visits

23. Children's Hospital — 3 3 5 2 — 5 4 3 2 1
Comments: Would have enjoyed watching people applying what we heard--no time for tours, speakers were excellent

24. IBM Corporation — 3 3 5 2 2 — 5 4 3 2 1
Comments: no illustrations -- Would have liked a tour -- needed a "hands-on experience" -- could have shown us some things -- He was unrealistic, others at IBM would have given a more appropriate presenta

25. Babcock and Wilcox — 13 2 — 5 4 3 2 1
Comments: not long enough - should have had more time -- excellent, very worthwhile-quite relevant to math/science

26. Police and Fire Department — 12 — 5 4 3 2 1
Comments: Beautiful, articulate enthusiastic people - super

27. Quaker Square — 6 7 2 — 5 4 3 2 1
Comments: I'm so glad we didn't take a tour but rather were able to ask questions of shop owners--Would have like some type of tour as a part of the presentation

28. Goodyear — 7 5 — 5 4 3 2 1
Comments: No discussion of salaries -- excellent to see the office techniques from the C & T actually in use at Goodyear

Additional Comments

Things found most helpful during this workshop:

For the improvement of future workshops I would suggest:

Other:

THINGS I FOUND MOST HELPFUL DURING THIS WORKSHOP:

On site job observation

We were able to get answers to:
1. What's it like to work here or do this?
2. Explore advantages and disadvantages of jobs.

Demonstrations and discussions by the various people and future projection needs.

Opportunity to view other professions in progress!

Speakers sharing ideas and first hand experinece situations and the field trip experience.

Speakers from business that can speak from experience - field trips to locations

Hands on experience and observation

Discussions, tours of technical college. Marilyn Carrell's presentation, Mary Lou's test outstanding

An eye opener to the future

Trip to Fire Department was super

Cooperation of participants

Work site experiences - excellent

C & T college personnel. Interaction among participants. People in industry who worked with us

The opportunity to see in operation the skills we <u>try</u> to teach.

To learn what will be <u>most</u> helpful to teach our students.

Visiting the worksite

The emphasis on skills needed

On the job visitations - opporutnities to arrange or the possibility to arrange future visits and speakers

Exposure to facilities available

Wide-range of <u>good</u> speakers - <u>well organized</u>

The interpersonal between the participants

Opportunity to hear about and observe careers I knew very little about

The exposure to the C & T College. I had no idea of the variety of training offered to high school graduates here at A. U.

FOR THE IMPROVEMENT OF FUTURE WORKSHOPS I WOULD SUGGEST:

More indepth study of occupations

More of same - Watch so one doesn't get locked up again in an IBM situation

Display of some cover education material that would relate to community worksite visits

Emphasizing that worksite visits be more of a "hands on" type of situation (in some cases this was not done).

Additional locations

Exposure to more fields

More things that pertain to theacher retraining, otherwise this workshop was outstanding

Less lecture and more hand on type -- expecially when attending work sites

More information for application in classroom

More community tours

Overall, this workshop was superior! If anything could have been improved, it would be to make sure every industry provides some sort of tour of their facilities.

It may be a good idea to have a workshop on particular career stresses and how to handle them

The emphasis on skills needed

Some way to shorten sessions

More on-the-job site visitations

Television as a precept and introduction

Possibly more communication with "worksite people." I think people often hear only what they have already "preconceived" as to what you are wanting. Although AU people probably gave specific guidelines to the business people, they were not always followed.

OTHER ADDITIONAL COMMENTS:

Superb! Many thanks!

Goo choice of time to have the workshop.

A total job, very well done, very informational and very interesting.

My sincere thanks to Bill Nemec and all for a most interesting and worthwhile experience.

Beautiful workshop. Thank you!

Excellent!

It was excellent -- very well organized - on schedule, worthwhile, one of the best of the career workshops I have attended.

Enjoyable!

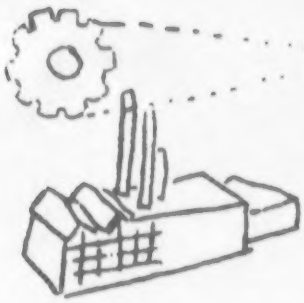
Several TV courses for credit of 1 hour each.

Thanks. I really enjoyed it.

JOBS IN THE 1990'S

WHO NEEDS THEM?

WE DO!



PTA PROGRAM FOR 1979-80

Career Education: Helping Your Child

Make Career Plans For The 1990's

Please plan to be with us during the coming year as we focus on Career Education for your child. Keep the following dates open. All meetings will be held at Barrett School. We'll be looking for you!

PTA-OPEN HOUSE	Tuesday, September 25, 1979 7:00 p.m.	Career Education Display
PTA Meeting for Orthopedic Parents (everyone welcome)	Tuesday, October 9, 1979 7:00 p.m.	Career Education for Handicapped Individuals
PTA Meeting	Thursday, October 18, 1979 7:00 p.m.	Introduction to Career Education: What Is It?
PTA Meeting	Thursday, November 15, 1979 7:00 p.m.	City-Wide Vocational Education Opportunties
PTA Meeting	Thursday, December 20, 1979 1:00 p.m.	School Wide Christmas Program
PTA Meeting	Thursday, January 17, 1979 7:00 p.m.	Employment Opportunities
PTA Meeting	Thursday, February 21, 1979 1:00 p.m.	PTA Founders Day Program
PTA Meeting	Wednesday, March 12, 1979 7:00 p.m.	Parent & Child Planning Together
PTA Meeting	Thursday, April 17, 1979 7:00 p.m.	Open Meeting
PTA Meeting	Thursday, May 15, 1979 7:00 p.m.	Spring Program by Students

AGENDA FOR MEETING

OF

AMERICAN SOCIETY OF PERSONNEL ADMINISTRATORS

MARCH 18, 1980

I. Lunch . . . . . 11:30 a.m. - 12:15 p.m.

II. Introductory Remarks . . . . . Nick Topougis

- Introduction of Participants
- Career Education Review

III. Objective and Program
Format of ASPA . . . . . Mary Lou Griffin
Bonita Leedy

IV. Planning Session with ASPA Personnel and Career Education Staff

PROJECT BUSINESS TRAINING
MILLER SCHOOL
October 11, 1979
12:15 p.m. - 4:00 p.m.

AGENDA

12:15 - 12:45	Lunch	All
12:45 - 12:47	Welcome	Steve Myers Frank Pichichero
12:47 - 1:17	Project Business Slides & Review of Materials	Roy Dangel
1:17 - 1:32	Role Of Consultant (AM)(PM)	Sandy Wandrisco
1:32 - 1:50	Role of Teacher	H. (Butch) Baer
1:50 - 2:00	Junior High Student	Jerry Ryan
2:00 - 2:30	Economic Topics (AM)	Walter Arms
2:30 - 2:35	Fill out Biography & Future Dates	Mella DeVenture
2:35 - 4:00	Planning Session	Teachers & Consultants

MATERIALS NEEDED:
Kodak Slide Projector & Slides
Screen
Projection Table
Extension Cords
Blackboard & Chalk
Agenda
Binders for Consultants & Teachers
Student Manuals - 13 boxes
Field Trip Forms
Consultant/Teachers Biography
List of Consultants & Teachers
Pride Buttons
Pocket Calendars
PB Signs
Nametags
Masking Tape
Coffee & Coke for Break
Food for Lunch

PROJECT BUSINESS TRAINING
MILLER SCHOOL
January 31, 1980
9:45 a.m. - 4:00 p.m.

AGENDA

9:45 - 10:00	Coffee and Welcome	Roy L. Dangel Junior Achievement
10:00 - 10:30	Project Business Program and Purpose	Roy L. Dangel Junior Achievement
10:30 - 12:00	Economic Topics	Walter Arms Career of Economic Educatio
12:00 - 12:15	Break before Lunch	ALL
12:15 - 1:00	Lunch	ALL
1:00 - 1:10	Welcome	Stephen Myers Myers, Industries Dr. James Ervin Akron Public Schools
1:10 - 2:10	Project Business Slide Presentation and Review of Materials	Mella DeVenture Junior Achievement
	Role of the Consultant	For Akron Public School Teachers
	Role of the Teacher	
	Junior High School Student	Jerry Ryan Akron Public Schools
2:10 - 2:20	Future Dates and Biography Form	Mella DeVenture Junior Achievement
2:20 - 4:00	Planning Session	Teachers & Consultants

CAREER EDUCATION PROGRAM
LIAISON MEETING

NOVEMBER 27, 1979 - 8:00 a.m. - 11:30

AGENDA

8:00 - 8:15	Coffee/Rolls
8:15 - 8:45	Video Tape and Response - Nick Topougis
8:45 - 8:55	Process for Handling Materials - Joan Bell
9:00 - 9:15	Paraprofessional Responsibilities - Joan Bell Cathy Miglin
9:30 - 9:50	Assessments - Nick Topougis
	Why Necessary
	Suggestions on How to Distribute
9:50 - 10:00	Break
10:00 - 10:20	Brainstorm and Share Legion for Literacy Topic and Materials - Nick Topougis
10:20 - 11:30	Presentations by Liaison Staff
	Joanna Haag, Harold Hennes, Carol Engler, Diane Winnen Gwen Hall

AGENDA

LIBRARIANS AND LIBRARY AIDES INSERVICE
Miller Staff Development Center
March 19,1980

9:00 - 9:20	Welcome and Overview of Career Program Nick Topougis
9:20 - 9:40	Explanation of Resource Center & Resource Guide Diane Greene
9:40 - 9:50	Break
9:50 - 10:20	Secondary remain in Room 112 Elementary to Room 10 materials
10:20 - 10:50	Secondary to Room 10 materials Elementary from North, South, Ellet, Firestone Districts to Room 112 Elementary from other Districts remain in Room 10
10:50 - 11:20	Secondary remain in Room 10 Elementary from East, Garfield, Buchtel, Kenmore, and Central Hower to Room 112 Elementary from other Districts to Room 10
11:20 - 11:30	Everyone to Room 112 for summary/evaluation

Our Thanks to the following for their help.

Mr. Paul Border, Holcomb's
Mr. Robert Brown, Singer,SVE
Ms. Barbara Huscroft, Scholastic
Mr. Glenn Stockhaus, EMC Corporation
Mr. Dion Wheeler, McKnight Publishing Co.

Mary Lou Griffin, Career Office
Roberta Ryan, Career Office
Joyce Quirk, Career Office
Fred Zeller, Career Office

ECONOMIC AWARENESS WORKSHOP

DECEMBER 1, 1979

CENTRAL-HOWER HIGH SCHOOL - ROOM 202

8:30 A.M. - 11:35 A.M.

8:30 - 8:45	Registration	
8:45 - 9:00	Purpose of Workshop - Diane Greene Information Packets - Frank Pichichero	
9:00 - 10:30	Dr. Larry Dale Field Director for the Cleveland Center for Economic Education	
10:30 - 10:40	Break	
10:40 - 11:15	Past Economic Award Winners discuss their projects.	
	Primary K-3	Maureen Glynn Joelyn Walk
	Intermediate 4-6	Robin Wisard
	Secondary 7-12	Paula Domer Jean Hamed Steve Feldstein Diane Greene
11:20 - 11:35	Room 202 - Wrap-up, discuss other workshops	

SOCIAL STUDIES INSERVICE OUTLINE

February 5, 1980

I. Brief review of goals and directions of Career Education

II. How do the participants view Career Education in relation to the social studies curriculum?

III. How are you integrating Career Education goals in your course of study?

IV. How can we make better use of community resources in the social studies curriculum?

V. Presentation of handout.

VI. How suitable are our Career Education materials in meeting your curriculum needs? (What materials do you have at hand in your own LRC?)

VII. How can we involve more of your department in the career development process?

AKRON PUBLIC SCHOOLS

CAREER/VOCATIONAL ASSESSMENT PROGRAM

Saturday, March 1, 1980

8:00 A.M. to 3:00 P.M.

Miller Building, Room 10

AGENDA

8:00 - 8:15	Coffee/Donuts	
8:15 - 8:45	Welcome, Introduction and Packets...	Phyllis Lerch, Director of Child Study and Guidance
8:45 - 10:00	"Identity Stage of Development - Value of Sequential Vocational Assessment"	Dr. Mark Savickas, Associate Professor of Behavior at Northeastern Ohio Universities College of Medicine
10:00 - 10:15	.....	Break
10:15 - 12:00	.....	Small Group Participation
12:00 - 1:00	.....	Lunch Break
1:00 - 2:30	.....	Study Group Reports
2:30 - 3:00	Workshop Summary	Phyllis Lerch

OBJECTIVES OF THE IN-SERVICE WORKSHOP:

. 1. To develop a city-wide Scope and Sequence Assessment Program for Vocational/ Career Planning in the Junior and Senior High Schools.

. 2. To become familiar with some of the different vocational/career inventories and surveys currently available.

. 3. To gain a better understanding of the Junior and Senior High Career Development Programs and their relationships to vocations.

. 4. To better understand the supplemental and supportive services currently available.

. 5. To devise plans for counselor and teacher in-service programs.

CO-CHAIRMEN:

. Roberta Ryan, Career Education, Career Coordinator

. Maria Schreiber, W.E.P., Career Specialist

SCOPE AND SEQUENCE COMMITTEE:

. Phyllis Lerch - Director, Child Study and Guidance

. Robert Spannbauer - Vocational Guidance Counselor

. Lucy Ahern - Central/Hower - Counselor

. Janet Witherow - Ellet - Counselor

. Richard Hoover - Kenmore - Counselor

. Ernest Calhoun - West - Counselor

. Roberta Gordon - Jennings - Counselor

. Robert Hughey - Director, Vocational Education

SMALL GROUP PARTICIPATION

Group I — SELF DIRECTED SEARCH (FORM E)
Leader: Robert Spannbauer

. 1. Joanna Cerrone
. 2. James Falanga

Group II — KUDER VOCATIONAL PREFERENCE INVENTORY
Leader: Anne Kaufmann

. 1. Ernest Calhoun
. 2. Joan Ruby

Group III — OHIO VOCATIONAL INTEREST SURVEY (OVIS)
Leader: Howard Halcomb

. 1. Sandra Adkins
. 2. Roy Felldin

Group IV — IDEAS: INTEREST DETERMINATION, EXPLORATION AND ASSESSMENT SYSTEM
Leader: Richard Hoover

. 1. Janet Sasinowski
. 2. Roy Young

Group V — VOCATIONAL PREFERENCE INVENTORY (VPI)
Leader: Lucy Ahern

. 1. LaVonne Humphrey
. 2. Carol Engler

Group VI — JOB-O'S
Leader: Janet Witherow (Also to introduce Major-Minor Finder)

. 1. Robert Otterman

RESPONSIBILITIES OF GROUP LEADER:

. 1. Introduce Assessments

. 2. Lead discussion on criteria for evaluation

. 3. Allow participants to become familiar with the assessment process, scoring and profiles where applicable.

. 4. Discuss the vocational assessment process in relationship to the total school program (guidance and curriculum).

. 5. Discuss the best procedures for teacher and counselor to obtain in-service of the assessments.

RESPONSIBILITIES OF GROUP LEADER, CONTINUED

. 6. To introduce any audio-visual material available for the assessments.

. 7. To introduce their own Career Units and how the assessments are now being used in their individual buildings, where applicable.

SUGGESTIONS FOR PRESENTATIONS:

. 1. Formation of a panel or have the group leader give one report.

. 2. Group will present their findings:

A. Criteria

B. Incorporation into the school system; Counselor-Teacher roles, Career Units and material

C. The best grade level for the assessment

D. Their final recommendations

. 3. Allow some time for questions.

. 4. Allow time for visual aids; (where applicable)

APPENDIX II

AKRON PUBLIC SCHOOLS CAREER EDUCATION PROGRAM ASSESSMENT

APPENDIX II

AKRON PUBLIC SCHOOLS

CAREER EDUCATION PROGRAM ASSESSMENT

NAME_____ GRADE_____ SUBJECT_____

SCHOOL_____ DATE_____

1. Realizing that not all of the following career education objectives can be attained, please check as many as you can that do apply to your instructional efforts.

   a.___Students will recognize that learning is a continuous lifelong process.

   b.___Students will recognize the necessity for acquiring competencies in the basic skills.

   c.___Students will recognize the relationship of subject matter to the skills used by workers.

   d.___Students will develop work habits, attitudes and skills necessary to attain and complete tasks.

   e.___Students will demonstrate knowledge of the world of work.

   f.___Students will become aware of the potential opportunities of the present and future world of work.

   g.___Students will understand the relationship of personal economics, lifestyle and work.

   h.___Students will understand that people are consumers and producers of goods and services.

   i.___Students will demonstrate methods of earning, spending, saving, credit and investment.

   j.___Students will identify, clarify and demonstrate self worth, self confidence, and self understanding.

   k.___Students will become aware of cause and effect in making choices.

   l.___Students will demonstrate short and long term goal planning.

   m.___Students will understand the interrelationship of business, industry, labor and jobs in the fulfillment of the needs and functions of society.

2. I have used the following instructional methods to reach the goals of career education that I have marked above.

   a.___Integrating instructional goals with career education goals.

APPENDIX III

END OF YEAR - FIELD TRIPS AND SPEAKERS

APPENDIX III

CAREER EDUCATION PROGRAM

END OF YEAR REPORT

1979-80

school	field trip	# of students	speakers	
East	27	549	4	(ASPA)
Garfield	14	334	8	
Goodyear	17	241	79	(NAB)
Innes	29	445	59	NAB
Kenmore	30	669	121	NAB-ASPA
Kent	7	198	76	NAB
Perkins	10	218	81	NAB
West	13	292	62	NAB
Career Exploration totals	147	2946	490	(includes 10 cc.)
Goodyear	19	295	59	PB
Innes	14	224	72	PB
Kent	9	203	46	PB
Perkins	10	276	45	PB
West	3	29	46	PB
Career Orientation totals	55	1027	268	(includes 4 cc)

cc = conference calls

APPENDIX III

CAREER EDUCATION PROGRAMS

END OF YEAR REPORT
1979-80

school	field trips	#of students	Speakers	
Barber	9	224	0	
Barrett	13	200	35	NAB (Kent)
Crouse	2	52	4	
Erie Island	8	211	57	
Firestone Park	15	370	10	
Fraunfelter	4	99	19	NAB (Gdyr)
Glover	9	261	10	
Guinther	6	150	6	
Heminger	17	374	27	NAB (Innes)
Highland Park	23	600	43	NAB (Perkin
Hill	2	56	46	NAB (Kent)
Hotchkiss	8	206	18	NAB (Gdyr.)
Lawndale	20	491	13	
McEbright	3	75	1	
Pfeiffer	6	137	32	NAB (Kenmor
Portage Path	4	117	1	
Rankin	25	619	37	NAB (West)
Annex	3	61	0	
Rimer	3	53	0	
Schumacher	7	157	3	
Seiberling	35	921	3	
Smith	4	124	4	
Stewart	7	164	0	
Voris	11	280	12	
Career Motivation totals	244	6002	381	(includes 61 conf. calls

APPENDIX III

CAREER EDUCATION PROGRAMS

END OF YEAR REPORT

1979-80

	Field trips	Number of Students	Speakers
Originated from Miller Career Office			
Motivation	244	6002	352
Orientation	55	1027	268
Exploration	147	2946	490
total	446	9975	1110 *
Originated from Central-Hower			
Motivation	30	685	40
Orientation	36	859	136
Exploration	376	5131	194
total	442	6675	370 *
Originated from Buchtel			
Exploration	317	5908	242*
* includes PB, NAB and/or ASPA			
Total for: Motivation Program (27 schools)	274	6687	392
Orientation Program (7 schools)	91	1886	404
Exploration Program (11 schools)	840	13985	926
OVERALL TOTALS ALL PROGRAMS	1205	22558	1722

APPENDIX III

Central-Hower

Field trips and speakers 1979-80

	Field trips			Number of Students			Speakers		
	CEP	COP	CMP	CEP	COP	CMP	CEP	COP	CMP
Central-Hower	360			4693			131 NAB-ASPA		
Goodrich	16	5		438	87		63 NAB	31 PB	
Riedinger		31			772			105 PB	
Crosby			13			284			30
Leggett			13			320			6
Mason			4			81			4
Totals	376	36	30	5131	859	685	194	136	40

442 Field trips

6,675 students

370 speakers actually invited 154 not including NAB, ASPA, PB

APPENDIX IV

Summative Evaluations - Executive Summary

Effect of Career Education on
Career Maturity
(Doctoral Dissertation)

APPENDIX IV

SUMMATIVE EVALUATION

OF

OHIO'S CAREER DEVELOPMENT PROGRAM

EXECUTIVE SUMMARY

Prepared for

Director of Vocational Education
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

APPENDIX IV

EXECUTIVE SUMMARY

Career education has received emphasis in Ohio throughout the past decade. The Career Development Program K-10 as it now exists emerged through a developmental process resulting in a comprehensive, broad-scale program. As the program evolved, a number of formative evaluation studies were conducted to provide information for program planning. The need for determining long-term impact of the Career Development Program prompted the Ohio Department of Education, Division of Vocational Education, to contract with Evaluation & Development Associates to conduct a summative evaluation study of the Career Development Program.

This study included two major strategies. First, prime audiences, i.e., current seniors, former students, school district personnel, and community members were surveyed in order to assess program effectiveness. The second strategy was to interview a sample of each group during an on-site visit in order to obtain indepth information about program implementation.

Senior Students

High school seniors who have participated in career education throughout their school experience feel that the school has helped them develop career planning skills to a far greater extent than do seniors who have not experienced career education. The difference is evident for each of twenty-five skills identified as goals for a comprehensive career education program. In addition to having better career planning skills, program students are more certain about their future career plans than are comparison students.

Findings of this summative evaluation study suggest that career education has influenced student learning. In general, career education programs had greater impact on the affective learning of students than on their cognitive learning.

Former Students

Similar findings emerged for former students although the differences between program and non-program graduates were not as great as for current seniors. Survey findings indicate that 1) program graduates possess better career planning skills, 2) are more certain of their career plans, and 3) perceive their schooling to have been more beneficial than non-program students. Although there was no overall difference between program and non-program graduates on cognitive and affective learning, statistically significant differences in affective learning scores were noted between program and non-program former students in one of the two districts participating in this study.

School District Personnel

Overall, school district personnel are very positive in their assessments of career education implementation. The students' awareness of the world of work was identified as the area in which the career education program made the strongest impact. School district personnel feel the career education program has had not only broad-scale positive impact upon students but has had beneficial effects upon various specific aspects of the students' career development.

Individuals who have worked closely with the career education program perceive the program as having had positive impact upon their schools and their educational programs. A strong base for career education has been established among professional staffs. The overall assessment by school district personnel is that career education efforts in their districts have been highly successful.

Community Members

The prevailing opinion of community members is that career education has had a highly positive influence on students. This group noted also that the career education program had positive impact upon the school system and the

community at large. The perceived value of career education is evidenced by the fact that the vast majority of community members would recommend direct career education involvement to other individuals and organizations. Recommendations for program improvement posited by community members generally reflect a desire for continued and expanded community involvement and expansion of the career education program.

Recommendations

The summative evaluation of Ohio's Career Development Program produced information which implies a number of actions for program improvement. These implications are formulated into recommendations for consideration by policy-making bodies, program administrators, and other program implementors at both the state and local levels:

Recommendation #1: *The Ohio Career Development Program should be continued as a major thrust of the Ohio Department of Education, Division of Vocational Education.*

The study shows that career education is a viable component of a meaningful education program. Students gain skills, understandings, knowledge, and attitudes through experiences not likely made available otherwise or at least not available from the perspective of life-long career development. The Ohio Department of Education has recognized the significance of career education by developing and promulgating the Ohio Career Development Program during the past ten years. This summative evaluation supports the worth of the program based on impact resulting from a decade of developmental effort.

Recommendation #2: *Ohio's Career Development Program should be made available to all youth in grades K-10.*

There is strong evidence that Ohio's Career Development Program provides meaningful experiences for students. Participation in career education has long-term impact on the career planning capabilities of students.

APPENDIX IV

May 19, 1980

Dear Dr. Mc Carthy:

I want to thank you and other members of the Akron Public Schools for your assistance and cooperation in the successful completion of my dissertation "The Effect of a Structured Precareer Education Program on the Career Maturity of Tenth Grade Youth." A bound copy of the dissertation has been ordered for you; however, I thought that you might be interested in the results sooner (anticipating a delay at the bindery) since the precareer program at Central-Hower, the prevocational program at East, and the general education program at North High School are involved in the evaluation.

Enclosed find a copy of the Abstract and the Summary (Chapter VI) of the dissertation. In addition to the significant findings presented in the Summary, other interesting results, although not significant, were found in the Discussion (Chapter V). I have not copied the Discussion for you due to its length; however, some of the results which may be of interest to you, although not significant, include:

1. Both the precareer and prevocational programs seem to encourage females to choose non-traditional sex stereotyped careers in comparison with the general education program.

2. Although both the precareer and prevocational programs seem to stress closure of career choice among their participants, the closure seems to come about with increased vocational knowledge and represents an increase in career maturity. In contrast, the general education students seem to widen their career choices irrespective of prior educational preparation and the lack of increased occupational knowledge.

3. Both the precareer and prevocational programs seem to benefit all students, regardless of their verbal ability scores on the Ohio Survey Tests (Sept. 1974).

My own feelings are that the research ended too soon to show statistical significance for certain variables. Had the program been in effect longer for these students prior to evaluation, results deemed nonsignificant might change. In other words, some of the variables might require longer than one year for a significant change to be found. Further evaluation is needed at the end of the students' eleventh and twelfth grades.

Thanks again,

Rosemarie James

Rosemarie James

Copies to:

Mr. Tenney

Mrs. Griffin

Mr. Brigeman

ABSTRACT

The Problem

The purpose of this study was to determine if intervention in the form of a tenth grade precareer education program in comparison with a similar grade prevocational or general education program can increase youth's career maturity as measured by nine variables: (a) attitudes toward work and career decision-making, (b) knowledge of jobs, (c) level of occupational aspiration, (d) certainty of career choice, (e) number of students who have crystallized career choices, (f) number of students who have been aided in the crystallization of career choice by the school program, (g) diversity of career choices, (h) the number of students whose expressed career choice is congruent with their inventoried career choice, and (i) the degree of consistency of students' personality profiles.

Procedure

The subjects (N = 163) were enrolled in three types of curricula found in three different high schools of a midwestern city: the precareer program (N = 82), the prevocational program (N = 48), and the general education program (N = 33). All subjects were tenth graders; however, the precareer and prevocational students represented a volunteer population of students who applied and were accepted into the program.

The design of this study involved pretesting and posttesting with two experimental and one control group. The subjects were non-randomly assigned and constituted intact classes; therefore, Campbell and Stanley's (1970) Design 10, Non-equivalent Control Group Design was the most appropriate. The instruments administered in this study were:

1. Crites' (1978) The Attitude Scale (CMI);
2. The American College Testing Program's (Prediger, Westbrook, & Roth, 1974) Assessment of Career Development;
3. Haller's (1957) the Occupational Aspiration Scale;
4. The Questionnaire (by this investigator);
5. Holland's (1975) the Vocational Preference Inventory.

Pretests were administered during October-November of the 1978-79 school year and posttests were completed in the following May.

Since the classes were non-randomly selected, it was necessary to statistically equate the three groups by covarying students' sixth grade Verbal Ability scores on the Ohio Survey Tests (October, 1974), pretests and sex.

The Hierarchical R^2 Analysis by Sets for Analysis of Covariance procedure defined by Cohen and Cohen (1975) was the Analysis of Partial Variance method followed in this study. The Statistical Package for the Social Sciences (SPSS) was used to encode data and apply tests of significance. In addition, independent tests of significance were supplied by SPSS to determine wherein the significant variance lie. All

tests were one-tailed, and the .05 level of significance was set at $\alpha = .05$ for this study.

Results

The precareer students attained significantly higher scores on the posttests than prevocational or general education students as to attitudes towards work (CMI-A), Knowledge of Jobs (ACD), and level of occupational aspiration (OAS). The prevocational students attained significantly higher scores than general education students as to attitudes towards work (CMI-A) and Knowledge of Jobs (ACD).

Statistical significance was not attained as to certainty, crystallization, or diversity of career choice or differentiation, congruency or consistency of profiles between the precareer, prevocational and general education groups. In addition, significant interaction was found nested with treatment for both the prevocational students on the Attitude Scale and for the precareer students on the Consistency of Profile (VPI).

Conclusion

The results statistically supported the hypothesis that intervention in the form of a structured precareer education program in comparison with a similar grade prevocational or general education program can increase the career maturity of youth as to higher scores on the Attitude Scale (CMI-A), Knowledge of Jobs (ACD) and level of occupational Aspiration (OAS). The results did not statistically support Holland's theory that participation in career/vocational exploration will result in an increase in students' profiles (VPI) as to degree of congruency, differentiation, and consistency.

CHAPTER VI

SUMMARY

Chapter VI is divided into three sections: (a) Summary, (b) Conclusions, and (c) Recommendations. The Summary contains a statement of the problem, a brief review of the instruments and procedures applied, and a summary of the results and discussion of the application of tests of significance for the variables of this study. The Conclusion contains statements concerning the experimental group (the precareer group), the comparison group (the prevocational group), and the control group (the general education group) based upon the results and discussion of tests of significance. The recommendations contain suggestions for future research based upon the findings of this study.

Summary of the Results and Discussion for the Application of Tests of Significance for the Nine Clusters for the Precareer, Prevocational, and General Education Students

The purpose of this study is to determine if intervention in the form of a tenth grade precareer education program in comparison with a similar grade prevocational or general education program can increase youth's career maturity as measured by nine variables: (a) attitudes toward work and career decision-making, (b) knowledge of jobs, (c) level of aspiration, (d) number of students who have crystallized career choices, (e) degree of certainty of career choice, (f) number of students who have been aided in the crystallization of career choices, (g)

diversity of career choices, (h) number of students whose expressed career choice is congruent to their inventoried career choice, and (i) degree of consistency of students' personality profiles.

This study was conducted in a medium-sized, industrialized, midwestern city. The population consisted of 163 tenth grade students, comprising the intact classes found in three high schools of that city. Although the socioeconomic status, ability level, social make-up, and environmental conditions were similar for the student body within the three schools, the students were not considered to be matched for statistical comparisons.

The population was divided into three groups: (a) the experimental group (the precareer group, (b) the comparison group (the prevocational group), and (c) the control group (the general education group). The precareer group consisted of 82 students, of which 47 were female and 35 were male. The prevocational group was made up of 48 students, of which 23 were female and 25 were male. The general education group was comprised of 33 students, of which 10 were female and 23 were male.

Both the precareer and prevocational programs are considered to be career education programs in which occupational exploration, job knowledge, and vocational guidance are the three major components. The precareer program stresses career exploration involving occupations requiring advanced education and training beyond high school and is considered to be a college preparatory program. The prevocational program emphasizes career exploration involving occupations requiring specialized education and training available as part of the junior and

senior years of high school education and immediate employment upon graduation from high school. The general education program is the traditional college preparatory program found in the high schools.

The instruments used in this study were: (a) the Questionnaire, (b) the Vocational Preference Inventory, (c) the Attitude Scale of the Career Maturity Inventory, (d) the Occupational Awareness subtests of the Assessment of Career Development, and (e) the Occupational Aspiration Scale. The design of this study involved pretesting and posttesting with an experimental, a comparison, and one control group. The subjects were non-randomly assigned and constituted intact classes; therefore, Campbell and Stanley's (1970) Design 10, Nonequivalent Control Group Design was the most appropriate. The students were administered the pretest during October-November of the 1978-79 school year and the posttests were completed in the following May.

In order to statistically equate the three student groups, it was necessary to covary the pretests, the sixth grade raw scores on the verbal ability subtest of the Ohio Survey Tests, and sex for all nine variables. The Analysis of Partial Variance was the statistical procedure selected for this study and Cohen and Cohen's (1973) Hierarchical R^2 Analysis by Sets for Analysis of Covariance was the most appropriate methods. An alpha level of .05 was selected as the level of significance for acceptance of a hypothesis, and the research of literature indicated that one-tailed tests were the correct procedure.

The limitations of this study included mortality, the different size of subgroups (including the very small number for the general

education females), different teachers administering the tests, and the possibility of the VPI, CMI-A and the ACD being sex-biased.

There were nine variables in this study: (a) attitudes toward work and career decision-making, (b) knowledge of jobs, (c) level of aspiration, (d) number of students who have crystallized career choices, (e) degree of certainty of career choice, (f) number of students who have been aided in the crystallization of career choice, (g) diversity of career choices, (h) the number of students whose expressed career choices is congruent with their inventoried career choice, and (i) the degree of consistency of students' personality profiles.

The results of these nine variables, found in Chapter IV, were presented in cluster form for the precareer and general education groups initially. The results on these same nine clusters for the prevocational and general education students were presented next. Finally, the results of the nine clusters were presented for the precareer and prevocational groups. The discussion of the results, found in Chapter V, followed the same pattern of presentations for each cluster: (a) the precareer students versus the general education students, (b) the prevocational students versus the general education students, and (c) the precareer students versus the prevocational students.

Each cluster was composed of the results or discussion of four tests of significance. In the discussion of the results obtained for the application of tests of significance for the precareer and general education students, the four hypotheses tested as a cluster for each variable consisted of:

1. Hypothesis __.0. The precareer group versus the general education group. The main effect of group and treatment as to posttest scores on the variable after covarying pretest differences, measures of verbal abilities and sex.

2. Corollary __.1. Precareer females versus precareer males. The effect of sex and treatment as to posttest scores on the variable after covarying pretest differences and measures of verbal abilities.

3. Corollary __.2. Precareer females versus general education females. The comparison of females and treatment as to posttest scores on the variable after covarying pretest differences and measures of verbal abilities.

4. Corollary __.3. Precareer males versus general education males. The comparison of males and treatment as to posttest scores on the variable after covarying pretest differences and measures of verbal abilities.

Each of the nine clusters will be summarized in the following manner: the results of the tests of significance for the variable in question will be grouped together for the treatment group [the precareer students (PC), the precareer females (PCF), and the precareer males (PCM)], the comparison group [the prevocational students (PV), the prevocational females (PVF), and the prevocational males (PVM)], and the control group [the general education students (GE), the general education females (GEF), and the general education males (GEM)]; (b) the results of the significant findings will be presented first; (c) the results of findings not significant but relevant to this study will follow; (d) a general statement as to the relationship (α) of the

treatment, comparison, and control groups to the variable in question will be presented in the form of an equation; and (e) the symbols greater than (>) and less than (<) shall be used to rank the effect of the variable upon the three groups whenever possible.

Attitudes Toward Work and Career Decision-Making

Significant results, nonsignificant interaction. As presented in Table 39, the precareer students attained significantly higher scores on the Attitude Scale (CMI) than general education students for the:

Precareer group versus general education group (Hypothesis 1.0);

Precareer females versus general education females (Corollary 1.2); and

Precareer males versus general education males (Corollary 1.3).

The precareer females attained significantly higher scores on the Attitude Scale (CMI) than the precareer males (Corollary 1.1).

The prevocational males attained significantly higher scores on the Attitude Scale (CMI) than the general education males (Corollary 10.3).

Significant results, significant interaction. In Hypothesis 10.0 (the prevocational group versus the general education group), significant interactions were found between sex and levels of verbal abilities and between sex and the Attitude Scale pretest and treatment. The nested effects within the prevocational group were identified as occurring because the prevocational females with a high level of verbal ability entered the prevocational program with poor attitudes towards work. However, with treatment, the high level of verbal ability prevocational females improved in their vocational attitudes to the highest level, above the level of attitudes of other prevocational students. Since ordinal interaction was found between the test and posttest for the

TABLE 39

Attitudes Towards Work and Career Decision-Making on the Attitude Scale (CMI-A) as Values Represent True (Unadjusted Means)

RESULTS:	HYP.:	PRECAREER VS. GENERAL EDUCATION	HYP.:	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.:	PRECAREER VS. PREVOCATIONAL
Results:	1.0	Pretest Posttest S**	10.0	Pretest Posttest S**	19.0	Pretest Posttest S*
Mean*:		PC: 35.3 vs 38.7 GE: 31.3 vs 31.9		PV: 32.7 vs 35.5 GE: 31.3 vs 31.9		PC: 35.2 vs 38.7 PV: 32.7 vs 35.5
Interaction:		NS		S PVF x VA; PVF x Pretest		S PVF x VA; PVF x Pretest
RESULTS:	HYP.:	PRECAREER FEMALES VS. PRECAREER MALES	HYP.:	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:	1.1	Pretest Posttest S**	10.1	Pretest Posttest NS		
Mean*:		PCF: 35.7 vs 39.5 PCM: 34.2 vs 38.1		PVF: 32.5 vs 36.7 PVM: 32.8 vs 34.4		
Interaction:		NS		S PVF x VA; PVF x Pretest		
RESULTS:	HYP.:	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:	1.2	Pretest Posttest S**	10.2	Pretest Posttest NS	19.1	Pretest Posttest S** (Reject)
Mean*:		PCF: 35.7 vs 39.5 GEF: 32.5 vs 33.7		PVF: 32.5 vs 36.7 GEF: 32.5 vs 33.7		PCF: 35.7 vs 39.5 PVF: 32.5 vs 36.7
Interaction:		NS		S PVF x VA; PVF x Pretest		S PVF x VA; PVF x Pretest
RESULTS:	HYP.:	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.:	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.:	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:	1.3	Pretest Posttest S**	10.3	Pretest Posttest S**	19.2	Pretest Posttest NS
Mean*:		PCM: 34.2 vs 38.1 GEM: 38.8 vs 29.6		PVM: 32.8 vs 34.4 GEM: 30.8 vs 29.6		PCM: 34.2 vs 38.1 PVM: 32.8 vs 34.4
Interaction:		NS		NS		NS

*p < .05 **p < .01

prevocational and general education groups, according to McNeil, Kelly, and McNeil (1973, Paper, p. 5), the group effects may be interpreted (described below). The same nested effects, cited in Hypothesis 10.0, were also found in Hypothesis 19.0 and Corollary 19.1 (whenever the prevocational females appeared as the subjects in any comparison test). Ordinal interaction was found in the Corollary 19.1 along with Hypothesis 19.0; thus, allowing interpretation of the group effects according to McNeil, Kelly and McNeil.

The prevocational students attained significantly higher scores on the Attitude Scale (CMI) than general education students.

The precareer students attained significantly higher scores on the Attitude Scale (CMI) than prevocational students for the precareer group versus the prevocational group (Hypothesis 19.0).

No significant difference was found between the precareer females versus the prevocational females (Corollary 19.1).

Increases in scores on the Attitude Scale of the CMI are significantly related to:

1. PC > PV > GE. Participation in a precareer program (PC) over participation in a prevocational program (PV), and participation in a prevocational program over participation in a general education program (GE).

2. PCF > GEF; PCF > PVF. Being female and participating in a precareer program (PCF) over being female and participating in a prevocational (PVF) or general education program (GEF).

3. PCM > GEM: PVM > GEM. Being male and participating in a precareer program (PCM) or being male and participating in a prevocational program (PVM) over being male and participating in a general education program (GEM).

4. PCF > PCM. Being female (PCF) and participating in a precareer program over being male (PCM) and enrolled in the same program.

Nonsignificant results, nonsignificant interaction. There was nonsignificant difference between the precareer males and the prevocational males on the Attitude Scale (CMI).

Nonsignificant results, significant interaction. The same nested effects, cited in Hypothesis 10.0 were also found in Corollaries 10.1 and 10.2. Ordinal interaction was found in both corollaries, allowing interpretation of the group effects according to McNeil, Kelly and McNeil.

There were nonsignificant differences found between the following groups on the Attitude Scale (CMI):

Prevocational females versus prevocational males (Corollary 10.1) and

Prevocational females versus general education females (Corollary 10.2).

Knowledge of Jobs

Significant results, nonsignificant interaction. The precareer students attained significantly greater Knowledge of Jobs (ACD) than the general education students (Hypothesis 2.0). (See Table 40).

The prevocational students attained significantly greater Knowledge of Jobs (ACD) than general education students for the:

Prevocational group versus the general education group (Hypothesis 11.0);

Prevocational group versus the general education males (Corollary 11.3).

The prevocational females attained significantly greater Knowledge of Jobs (ACD) than the general education students (Corollary 11.1).

The precareer students attained significantly greater Knowledge of Jobs (ACD) than the prevocational students for the:

TABLE 40

Knowledge of Jobs

RESULTS	HYP.: 2.0	PRECAREER VS. GENERAL EDUCATION	HYP.: 11.0	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.: 20.0	PRECAREER VS. PREVOCATIONAL
Results:		Pretest Posttest		Pretest Posttest		Pretest Posttest
Mean*:		S		S		S
		PC: 44.9 v 49.7		PV: 39.7 v 40.4		PC: 44.9 v 49.7
		GE: 28.9 v 37.5		GE: 28.9 v 37.5		PV: 39.7 v 40.4
Interaction:		NS		NS		NS
RESULTS:	HYP.: 2.1	PRECAREER FEMALES VS. PRECAREER MALES	HYP.: 11.1	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:		Pretest Posttest		Pretest Posttest		
Mean*:		S (rejected)		S		
		PCF: 43.7 v 48.2		PVF: 41.9 v 43.1		
		PCM: 46.6 v 51.7		PVM: 37.7 v 37.8		
Interaction:		NS		NS		
RESULTS:	HYP.: 2.2	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.: 11.2	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.: 20.1	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:		Pretest Posttest		Pretest Posttest		Pretest Posttest
Mean*:		NS		S		S
		PCF: 43.7 v 48.2		PVF: 41.9 v 43.1		PCF: 43.7 v 48.2
		GEF: 28.6 v 38.5		GEF: 28.6 v 38.5		PVF: 41.9 v 43.1
Interaction:		NS		NS		NS
RESULTS:	HYP.: 2.3	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.: 11.3	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.: 20.2	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:		Pretest Posttest		Pretest Posttest		Pretest Posttest
Mean*:		NS		NS		NS
		PCM: 46.6 v 51.7		PVM: 37.7 v 37.8		PCM: 46.6 v 51.7
		GEM: 29.0 v 37.1		GEM: 29.0 v 37.1		PVM: 37.7 v 37.8
Interaction:		NS		NS		NS

Precareer group versus the prevocational group (Hypothesis 20.0);

Precareer males versus the prevocational males (Corollary 20.2).

An increase in vocational knowledge (ACD) is significantly related to:

1. PC > PV > GE. Participation in a precareer program (PC) over participation in a prevocational program (PV), and participation in a prevocational program over participation in a general education program.

2. PCM > PVM > PVM > GEM. Being male and enrolled in a precareer program (PCM) over being male and enrolled in a prevocational program (PVM), and being male and participating in a prevocational program (PVM) over being male and participating in a general program (GEM).

3. PVF > PVM. Being female (PVF) and enrolled in a prevocational program over being male (PVM) and enrolled in the same program.

Nonsignificant results, nonsignificant interaction. There were nonsignificant differences found between the following groups on the Knowledge of Jobs (ACD):

Precareer females versus precareer males (Corollary 2.1);

Precareer females versus prevocational females (Corollary 2.2);

Precareer males versus prevocational males (Corollary 2.3);

Prevocational females versus general education females (Corollary 11.2);

Prevocational females versus prevocational females (Corollary 20.1).

Level of Occupational Aspiration

Significant results, nonsignificant interaction. As presented in Table 41, the precareer students attained significantly higher scores on the Occupational Aspiration Scale than general education students (Hypothesis 3.0).

TABLE 41

Level of Occupational Aspiration

RESULTS:	HYP.:	PRECAREER VS. GENERAL EDUCATION	HYP.:	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.:	PRECAREER VS. PREVOCATIONAL
Results:	3.0	Pretest Posttest S	12.0	Pretest Posttest S (rejected)	21.0	Pretest Posttest S
Mean*:		PC: 43.0 v 44.1 GE: 38.7 v 35.0		PV: 34.2 v 33.8 GE: 38.7 v 35.0		PC: 43.0 v 44.1 PV: 34.2 v 33.8
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER FEMALES VS. PRECAREER MALES	HYP.:	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:	3.1	Pretest Posttest S (rejected)	12.1	Pretest Posttest NS		
Mean*:		PCF: 43.4 v 43.7 PCM: 42.4 v 44.6		PVF: 39.2 v 38.7 PVM: 29.6 v 29.3		
Interaction:		NS		NS		
RESULTS:	HYP.:	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:	3.2	Pretest Posttest NS	12.2	Pretest Posttest NS	21.1	Pretest Posttest NS
Mean*:		PCF: 43.4 v 43.7 GEF: 42.2 v 41.1		PVF: 39.2 v 38.7 GEF: 42.2 v 41.1		PCF: 43.4 v 43.7 PVF: 39.2 v 38.7
Interaction:		NS		NS		NS PC x Pretest
RESULTS:	HYP.:	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.:	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.:	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:	3.3	Pretest Posttest NS	12.3	Pretest Posttest S (rejected)	21.2	Pretest Posttest S
Mean*:		PCM: 42.4 v 44.6 GEM: 37.1 v 32.4		PVM: 29.6 v 29.3 GEM: 37.1 v 32.4		PCM: 42.4 v 44.6 PVM: 29.6 v 29.3
Interaction:		NS		NS		NS

The precareer students attained significantly higher scores on the Occupational Aspiration Scale than prevocational students for the:

Precareer students versus the prevocational students (Hypothesis 21.0);

Precareer males versus prevocational males (Corollary 21.2).

An increase in level of occupational aspiration is significantly related to:

1. PC > GE: PC > PV. Participation in a precareer education program (PC) over participation in a general education program (GE) and an increase in level of occupational aspiration is related to participation in a precareer program (PC) over a prevocational program (PV).

2. PCM > PVM. Being male and participating in a precareer program (PCM) over being male and participating in a prevocational program (PVM).

Nonsignificant results, nonsignificant interaction:

Precareer females versus precareer males (Corollary 3.1);

Precareer females versus general education females (Corollary 3.2);

Precareer males versus general education males (Corollary 3.3);

Prevocational group versus general education group (Hypothesis 12.0);

Prevocational females versus prevocational males (Corollary 12.1);

Prevocational females versus general education females (Corollary 12.2);

Prevocational males versus general education males (Corollary 12.3).

Nonsignificant results, significant interaction. Significant interaction was found in Corollary 21.1 (the precareer females versus the prevocational females) between sex and the pretest with treatment for the precareer female group. However, ordinal interaction was found between the pretest and posttest for the precareer female and prevocational

female groups. Therefore, according to McNeil, Kelly and McNeil (1973, Paper, p. 5), the group effects may be logically interpreted.. There was nonsignificant difference found between the precareer females and the prevocational males on the Occupational Aspiration Scale.

Number of Students with Crystallized Career Choices

As found in Table 42, there were no significant differences found between the following groups as to the number with crystallized career choices on the Questionnaire posttest:

Precareer group versus general education group (Hypothesis 4.0);

Precareer females versus precareer males (Corollary 4.1);

Precareer females versus general education females (Corollary 4.2);

Precareer males versus general education males (Corollary 4.3);

Prevocational group versus general education group (Hypothesis 13.0);

Prevocational females versus prevocational males (Corollary 13.1);

Prevocational females versus general education females (Corollary 13.2);

Prevocational males versus general education males (Corollary 13.3);

Precareer group versus prevocational group (Hypothesis 22.0);

Precareer females versus prevocational females (Corollary 22.1);

Precareer males versus prevocational males (Corollary 22.2).

Certainty of Career Choice

As found in Table 43, there were no significant differences found between the following groups as to the certainty of career choice on the Questionnaire:

Precareer group versus general education group (Hypothesis 5.0);

Precareer females versus precareer males (Corollary 5.1);

Precareer females versus general education females (Corollary 5.2);

TABLE 42

Number of Students with Crystallized Career Choices

RESULTS:	HYP.: 4.0	PRECAREER VS. GENERAL EDUCATION	HYP.: 13.0	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.: 22.0	PRECAREER VS. PREVOCATIONAL
Results:		Pretest Posttest		Pretest Posttest		Pretest Posttest
Main:		NS		NS		NS
		PC: 94% v 90%		PV: 96% v 90%		PC: 94% v 90%
		GE: 79% v 83%		GE: 79% v 83%		PV: 96% v 90%
Interaction:		NS		NS		NS
RESULTS:	HYP.: 4.1	PRECAREER FEMALES VS. PRECAREER MALES	HYP.: 13.1	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:		Pretest Posttest		Pretest Posttest		
Main:		NS		NS		
		PCF: 92% v 87%		PVF: 96% v 87%		
		PCM: 94% v 94%		PVM: 96% v 92%		
Interaction:		NS		NS		
RESULTS:	HYP.: 4.2	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.: 13.2	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.: 22.1	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:		Pretest Posttest		Pretest Posttest		Pretest Posttest
Main:		NS		NS		NS
		PCF: 92% v 87%		PVF: 96% v 87%		PCF: 92% v 87%
		GEF: 70% v 80%		GEF: 70% v 80%		PVF: 96% v 87%
Interaction:		NS		NS		NS
RESULTS:	HYP.: 4.3	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.: 13.3	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.: 22.2	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:		Pretest Posttest		Pretest Posttest		Pretest Posttest
Main:		NS		NS		NS
		PCM: 94% v 94%		PVM: 96% v 92%		PCM: 94% v 94%
		GEM: 83% v 83%		GEM: 83% v 83%		PVM: 96% v 92%
Interaction:		NS		NS		NS

TABLE 43

Certainty of Career Choice*

*Lower number = greater certainty of choice

RESULTS	HYP.:	PRECAREER VS. GENERAL EDUCATION	HYP.:	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.:	PRECAREER VS. PREVOCATIONAL
	5.0	Pretest Posttest	14.0	Pretest Posttest	23.0	Pretest Posttest
Results:		NS		NS		NS
Mean*:		PC: 2.38 v 2.32		PV: 2.65 v 2.35		PC: 2.38 v 2.32
		GE: 2.70 v 2.27		GE: 2.70 v 2.27		PV: 2.65 v 2.35
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER FEMALES VS. PRECAREER MALES	HYP.:	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
	5.1	Pretest Posttest	14.1	Pretest Posttest		
Results:		NS		NS		
Mean*:		PCF: 2.30 v 2.21		PVF: 2.83 v 2.35		
		PCM: 2.47 v 2.46		PVM: 2.48 v 2.32		
Interaction:		NS		NS		
RESULTS:	HYP.:	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
	5.2	Pretest Posttest	14.2	Pretest Posttest	23.1	Pretest Posttest
Results:		NS		NS		NS
Mean*:		PCF: 2.30 v 2.21		PVF: 2.83 v 2.35		PCF: 2.30 v 2.21
		GEF: 2.48 v 2.20		GEF: 2.48 v 2.20		PVF: 2.83 v 2.35
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.:	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.:	PRECAREER MALES VS. PREVOCATIONAL MALES
	5.2	Pretest Posttest	14.3	Pretest Posttest	23.2	Pretest Posttest
Results:		NS		NS		NS
Mean*:		PCM: 2.47 v 2.46		PVM: 2.48 v 2.32		PCM: 2.47 v 2.46
		GEM: 2.70 v 2.30		GEM: 2.70 v 2.30		PVM: 2.48 v 2.32
Interaction:		NS		NS		NS.

Precareer males versus general education males (Corollary 5.3);

Prevocational group versus general education group (Hypothesis 14.0);

Prevocational females versus prevocational males (Corollary 14.1);

Prevocational females versus general education females (Corollary 14.2);

Prevocational males versus general education males (Corollary 14.3);

Precareer group versus prevocational group (Hypothesis 23.0);

Precareer females versus prevocational females (Corollary 23.1);

Precareer males versus prevocational males (Corollary 23.2).

Number of Students with Differentiated Personality Profiles

Significant results, nonsignificant interaction. As presented in Table 44, a significantly greater number of precareer females attained differentiated profiles on the VPI than the number of general education students (Corollary 6.2).

Nonsignificant results, nonsignificant interaction. There were no significant differences found between the following groups as to number of students with differentiated profiles on the VPI:

Precareer group versus general education group (Hypothesis 6.0);

Precareer females versus precareer males (Corollary 6.1);

Precareer males versus general education males (Corollary 6.3).

Diversity of Careers

As presented in Table 45, there were no significant differences between the following groups as to the diversity of career choices on the Questionnaire:

Precareer group versus general education group (Hypothesis 7.0);

Precareer females versus precareer males (Corollary 7.1);

Precareer females versus general education females (Corollary 7.2);

TABLE 44

Number of Students with Differentiated Personality Profiles

RESULTS:	HYP.:	PRECAREER VS. GENERAL EDUCATION	HYP.:	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.:	PRECAREER VS. PREVOCATIONAL
Results:	6.0	Pretest Posttest	15.0	Pretest Posttest	24.0	Pretest Posttest
Mean*:		NS		NS		NS
		PC: 62% v 65%		PV: 35% v 50%		PC: 62% v 65%
		GE: 33% v 36%		GE: 33% v 36%		PV: 35% v 50%
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER FEMALES VS. PRECAREER MALES	HYP.:	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:	6.1	Pretest Posttest	15.1	Pretest Posttest		
Mean*:		NS		NS		
		PCF: 72% v 66%		PVF: 39% v 52%		
		PCM: 49% v 63%		PVM: 32% v 48%		
Interaction:		NS		NS		
RESULTS:	HYP.:	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:	6.2	Pretest Posttest	15.2	Pretest Posttest	24.1	Pretest Posttest
Mean*:		S		NS		NS
		PCF: 72% v 66%		PVF: 39% v 52%		PCF: 72% v 66%
		GEF: 50% v 30%		GEF: 50% v 30%		PVF: 39% v 52%
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.:	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.:	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:	6.3	Pretest Posttest	15.3	Pretest Posttest	24.2	Pretest Posttest
Mean*:		NS		NS		NS
		PCM: 49% v 63%		PVM: 32% v 48%		PCM: 49% v 63%
		GEM: 26% v 39%		GEM: 26% v 39%		PVM: 32% v 48%
Interaction:		NS		NS		NS

TABLE 45

Diversity of Career Choice

RESULTS:	HYP.:	PRECAREER VS. GENERAL EDUCATION	HYP.:	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.:	PRECAREER VS. PREVOCATIONAL
Results:	7.0	Pretest Posttest S (rejected)	16.0	Pretest Posttest NS	25.0	Pretest Posttest NS
Mean*:		PC: 49% v 45%		PV: 50% v 38%		PC: 49% v 45%
		GE: 67% v 67%		GE: 67% v 67%		PV: 50% v 38%
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER FEMALES VS. PRECAREER MALES	HYP.:	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:	7.1	Pretest Posttest NS	16.1	Pretest Posttest NS		
Mean*:		PCF: 47% v 40%		PVF: 61% v 48%		
		PCM: 51% v 51%		PVM: 40% v 28%		
Interaction:		NS		NS		
RESULTS:	HYP.:	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:	7.2	Pretest Posttest NS	16.2	Pretest Posttest NS	25.1	Pretest Posttest NS
Mean*:		PCF: 47% v 40%		PVF: 61% v 48%		PCF: 47% v 40%
		GEF: 70% v 80%		GEF: 70% v 80%		PVF: 61% v 48%
Interaction:		NS		NS		NS
RESULTS:	HYP.:	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.:	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.:	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:	7.3	Pretest Posttest NS	16.3	Pretest Posttest NS	25.2	Pretest Posttest NS
Mean*:		PCM: 51% v 51%		PVM: 40% v 28%		PCM: 51% v 51%
		GEM: 65% v 61%		GEM: 65% v 61%		PVM: 40% v 28%
Interaction:		NS		NS		NS

Precareer males versus general education males (Corollary 7.3);

Prevocational group versus general education group (Hypothesis 16.0);

Prevocational females versus prevocational males (Corollary 16.1);

Prevocational females versus general education females (Corollary 16.2);

Prevocational males versus general education males (Corollary 16.3);

Precareer group versus prevocational group (Hypothesis 25.0);

Precareer females versus prevocational females (Corollary 25.1);

Precareer males versus prevocational males (Corollary 25.2).

Number of Students with Congruent Person/Environment Profiles

As presented in Table 46, there were no significant differences between the groups as to the number of students with congruent person (VPI) environment (Questionnaire) profiles for the:

Precareer group versus general education group (Hypothesis 8.0);

Precareer females versus precareer males (Corollary 8.1);

Precareer females versus general education females (Corollary 8.2);

Precareer males versus general education males (Corollary 8.3);

Prevocational group versus general education group (Hypothesis 17.0);

Prevocational females versus prevocational males (Corollary 17.1);

Prevocational females versus general education females (Corollary 17.2);

Prevocational males versus general education males (Corollary 17.3);

Precareer group versus prevocational group (Hypothesis 26.0);

Precareer females versus prevocational females (Corollary 26.1);

Precareer males versus prevocational males (Corollary 26.2).

TABLE 46

Number of Students with Congruent Person/Environment Profiles

	HYP.: 8.0	PRECAREER VS. GENERAL EDUCATION Pretest Posttest NS PC: 45% v 52% GE: 55% v 55% NS	HYP.: 17.0	PREVOCATIONAL VS. GENERAL EDUCATION Pretest Posttest NS PV: 52% v 58% GE: 55% v 55% NS	HYP.: 26.0	PRECAREER VS. PREVOCATIONAL Pretest Posttest NS PC: 45% v 52% PV: 52% v 58% NS
	HYP.: 8.1	PRECAREER FEMALES VS. PRECAREER MALES Pretest Posttest NS PCF: 47% v 53% PCM: 43% v 51% NS	HYP.: 17.1	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES Pretest Posttest NS PVF: 43% v 48% PVM: 60% v 68% NS	HYP.:	
	HYP.: 8.2	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES Pretest Posttest NS PCF: 47% v 53% GEF: 30% v 50% NS	HYP.: 17.2	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES Pretest Posttest NS PVF: 43% v 48% GEF: 30% v 50% NS	HYP.: 26.1	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES Pretest Posttest NS PCF: 47% v 53% PVF: 43% v 48% NS
	HYP.: 8.3	PRECAREER MALES VS. GENERAL EDUCATION MALES Pretest Posttest NS PCM: 43% v 51% GEM: 65% v 57% NS	HYP.: 17.3	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES Pretest Posttest NS PVM: 60% v 68% GEM: 65% v 57% NS	HYP.: 26.2	PRECAREER MALES VS. PREVOCATIONAL MALES Pretest Posttest NS PCM: 43% v 51% PVM: 60% v 68% NS

Degree of Consistency of Personality Profiles

Nonsignificant results, nonsignificant interaction. As presented in Table 47, there were no significant differences found between the following groups as to the degree of consistency of personality profile (VPI):

Precareer females versus general education females (Corollary 9.2);

Prevocational females versus prevocational males (Corollary 18.1);

Prevocational females versus general education females (Corollary 18.2);

Prevocational males versus general education males (Corollary 18.3);

Precareer females versus prevocational females (Corollary 27.1).

Nonsignificant results, significant interaction. Hypothesis 9.0, that precareer students would attain a greater degree of consistency between the first two letters on their personality profile (VPI) posttest than the general education students, did not reach significance. Moreover, significant interaction was found between groups and pretest, groups and levels of verbal abilities, and sex and levels of verbal abilities. Only the simple effects could be interpreted. The summary of the interpretation will follow the results of Corollaries 9.1 and 9.3.

Corollary 9.1 (the precareer females versus the general education females) also did not attain significance. Significant interaction was found between sex and levels of verbal abilities and sex and the pretest. The nested effects within the precareer male group were also found within Corollary 9.3 (the precareer males versus the general

TABLE 47

Degree of Consistency of Personality Profile*

*Lower number = a greater degree of consistency.

RESULTS:	HYP.:	PRECAREER VS. GENERAL EDUCATION	HYP.:	PREVOCATIONAL VS. GENERAL EDUCATION	HYP.:	PRECAREER VS. PREVOCATIONAL
Results:	9.0	Pretest Posttest	18.0	Pretest Posttest	27.0	Pretest Posttest
Mean*:		NS PC: 1.48 v 1.55 GE: 1.64 v 1.57		NS PV: 1.73 v 1.57 GE: 1.64 v 1.57		NS PC: 1.48 v 1.55 PV: 1.73 v 1.57
Interaction:		S Precareer x pretest Precareer x VA; PCF x VA		S General Education x Pretest		S Precareer x VA; PCF x VA
RESULTS:	HYP.:	PRECAREER FEMALES VS. PRECAREER MALES	HYP.:	PREVOCATIONAL FEMALES VS. PREVOCATIONAL MALES	HYP.:	
Results:	9.1	Pretest Posttest	18.1	Pretest Posttest		
Mean*:		NS PCF: 1.38 v 1.47 PCM: 1.60 v 1.62		NS PVF: 1.61 v 1.52 PVM: 1.84 v 1.64		
Interaction:		S PCF x Pretest; PCM x Pretest PCM x VA		NS		
RESULTS:	HYP.:	PRECAREER FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PREVOCATIONAL FEMALES VS. GENERAL EDUCATION FEMALES	HYP.:	PRECAREER FEMALES VS. PREVOCATIONAL FEMALES
Results:	9.2	Pretest Posttest	18.2	Pretest Posttest	27.1	Pretest Posttest
Mean*:		NS PCF: 1.38 v 1.47 GEF: 1.40 v 1.50		NS PVF: 1.61 v 1.52 GEF: 1.40 v 1.50		NS PCF: 1.38 v 1.47 PVF: 1.61 v 1.52
Interaction:		NS		NS		
RESULTS:	HYP.:	PRECAREER MALES VS. GENERAL EDUCATION MALES	HYP.:	PREVOCATIONAL MALES VS. GENERAL EDUCATION MALES	HYP.:	PRECAREER MALES VS. PREVOCATIONAL MALES
Results:	9.3	Pretest Posttest	18.3	Pretest Posttest	27.2	Pretest Posttest
Mean*:		NS PCM: 1.60 v 1.62 GEM: 1.74 v 1.61		NS PVM: 1.84 v 1.64 GEM: 1.74 v 1.61		NS PCM: 1.60 v 1.62 PVM: 1.84 v 1.64
Interaction:		S PCM x pretest; PCM x VA		NS		S PCM x pretest; PCM X VA

education males). Corollary 9.3 also did not attain significance. Only the simple effects for Corollaries 9.1 and 9.3 could be interpreted.

Interpretation of the simple effects for Hypothesis 9.0 and Corollaries 9.1 and 9.3 indicate that although statistical significance was not reached, the students in the precareer group attained a greater degree of consistency of personality profile (VPI) than general education students for:

Low level of verbal ability precareer females versus low level of verbal ability general education females;

High level of verbal ability precareer males versus high level of verbal ability general education males;

Low level of verbal ability precareer males versus low level of verbal ability general education males.

NOTE: There was no high verbal ability general education female group for comparison purposes.

Hypothesis 18.0 (the prevocational group versus the general education group) did not attain significance. Moreover, significant interaction was found between group membership and the pretest. Disordinal interaction was found in Hypothesis 18.0 and only the simple effects could be interpreted.

Interpretation of the simple effects for Hypothesis 18.0 indicate that, on the pretest, the general education students had a greater degree of consistency of personality profile than the prevocational students. With treatment, the personality profiles of the prevocational students did not change, although the profiles of the general education students decreased in consistency. However, significance was not reached.

Hypothesis 27.0 (the precareer group versus the prevocational group) did not attain significance. Significant disordinal interaction was found between group membership and levels of verbal abilities and between sex and levels of verbal abilities. Only the simple effects could be interpreted for Hypothesis 27.0. The summary of the interpretation will follow the findings for Corollary 27.2.

Corollary 27.2 (the precareer males versus the prevocational males) did not attain statistical significance. Significant disordinal interaction was found between sex and levels of verbal abilities and between sex and the pretest. Only the simple effects could be interpreted for Corollary 27.2.

Interpretation of the simple effects for Hypothesis 27.0 and Corollary 27.2 indicate that although statistical significance was not reached, the students in the precareer attained a greater degree of consistency of personality profile (VPI) than prevocational students for:

> High level of verbal ability precareer females versus high level of verbal ability prevocational females;
>
> Average level of verbal ability precareer males versus average level of verbal ability prevocational males.

The students in the prevocational program attained a higher degree of consistency (or maintained the same degree of consistency) in contrast to the precareer students whose profiles decreased in degree of consistency for:

> Average level of verbal ability prevocational females versus average level of verbal ability precareer females;
>
> Low level of verbal ability prevocational females versus low level of verbal ability precareer females;

High level of verbal ability prevocational males versus high level of verbal ability precareer males;

Low level of verbal ability prevocational males versus low level of verbal ability precareer males.

The Precareer Education Group versus the General Education Group

Tests of statistical significance support the hypothesis that intervention in the form of a structured precareer education program can increase the career maturity of tenth grade youth in comparison with a similar grade general education program in the following aspects:

1. Students attained an increase in level of attitudes towards work and career decision-making, as measured by an increase in scores on the Attitude Scale of the Career Maturity Inventory, over their level of vocational attitudes prior to entry into the precareer program and over their increase in attitudes attributed to maturation (the general education program) alone.

2. Students attained an increase in vocational knowledge, as measured by an increase in scores on the Assessment of Career Development posttest, over their vocational knowledge prior to treatment and over their increase in attitudes attributed to maturation alone.

3. Students attained an increase in level of career aspirations, as measured by an increase in scale level on the Occupational Aspiration Scale posttest, over their level of aspirations upon entry into the precareer program, and over their increase in level of aspiration due to maturation alone.

4. A greater percentage of precareer females had differentiated profiles on the VPI posttest than their percentage prior to treatment, an increase over that which can be attributed to maturation.

The Prevocational Education Group versus the General Education Group

Tests of significance support the hypothesis that intervention in the form of a structured prevocational program can increase the career maturity of tenth grade youth in comparison with a similar grade general education program in the following aspects:

1. Students attained an increase in level of attitudes towards work and career decision-making, as measured by an increase in scores on the Attitude Scale of the Career Maturity Inventory, over their level of vocational attitudes prior to entry into the prevocational program and over their increase in attitudes attributed to maturation alone.

2. Students attained an increase in vocational knowledge, as measured by an increase in scores on the Assessment of Career Development, and over their increase in knowledge attributed to maturation alone.

The Precareer Education Group versus the Prevocational Education Group

Tests of statistical significance support the hypothesis that students enrolled in a college preparatory (precareer) program attain a greater career maturity than students enrolled in other curricula when both are participants in similar career education programs in the following aspects:

1. The precareer program is superior to the prevocational program in aiding students to attain a higher level of attitudes towards work and career decision-making as indicated by higher scores on the Attitude Scale of the CMI, than prevocational students. Within the prevocational program, the high level of verbal ability prevocational

females are aided the most to attain better attitudes towards work in comparison with all other prevocational and precareer students.

2. The precareer program is superior to the prevocational program in aiding males to attain a greater knowledge of jobs on the Assessment of Career Development posttest than the knowledge held by either group prior to treatment.

3. The precareer program is superior to the prevocational program in aiding the precareer males (but not precareer females) to attain a high scale level on the Occupational Aspiration Scale post-test than the scale level held by either group prior to treatment.

Conclusions

Students are confronted with decisions important to their future lives frequently in their junior high school and high school experiences. Many of the students' decisions are baseless; without thought or knowledge, especially as to how these decisions will affect their career choices. The results of this study indicate that intervention in the form of a precareer education program can aid students to attain a greater level of career maturity as measured by increases in their scores on the: (a) Attitude Scale (CMI), (b) Job Knowledge (ACD), and Occupational Aspiration Scale, than the general education students.

The prevocational program, also a career education program but having as a goal immediate employment upon graduation from high school, also aids students to attain a greater level of career maturity as measured by increases in their scores on the: (a) Attitude Scale (CMI), and (b) Knowledge of Jobs (ACD) than the general education

students. In addition, nonsignificant differences were found for hypothesis involving certainty of career choice, diversity of career choice, and consistency of personality profiles.

Thus, the precareer program and prevocational program represent different answers to the needs of students. While students may make different types of choices, depending upon a number of factors, one program does not appear to be inferior to another in facilitating career maturity. Each program seems to be performing comparably with the student population involved.

Recommendations

The following recommendations are proposed for further research in regard to the problem as to whether career education can intervene in the career maturity of youth:

1. This study should be replicated and involve a larger control or general education group, especially a larger general education female group for comparison purposes.

2. A program similar to the precareer education program should be provided for tenth graders who were not volunteers and the results of the tests of significance for the nine variables of this study compared to the results of a control or general education group.

3. The wisdom of career choice should be investigated for the precareer, prevocational, and general education groups, by interjudge agreement as to three factors: (a) there is congruence between the student's IQ and the level of IQ necessary to function in the career choice; (b) there is social accessibility in that the parental

occupation is similar to the education level of career choice, and (c) there is consistency of choice within an occupational field.

4. The occupational aspirations of students should be studied and the variables involved in their occupational aspirations identified. Factors which may be related to occupational aspirations of students include: (a) their level of self esteem, (b) fear-of-failure, (c) low socioeconomic status, (d) inability to delay the need for a reward, (e) family relationships (broken homes, low education of father, parental doubt of the value of education, size of family, lack of parental encouragement, (e) plan for immediate marriage, (f) race, and (g) occupation of father.

5. A similar study should be conducted to determine the level of knowledge that low IQ and high IQ students have of occupations classified by level and field.

6. A further study should be conducted as to the type of instruction best suited for each type of student (by sex and levels of verbal abilities).

7. A similar study should be conducted to determine if there is a differential effect of the precareer, prevocational and general education program upon black and white students.

APPENDIX V

CAREER GUIDANCE ACTIVITIES

APPENDIX V

FORWARD

During the 1979/80 school year a committee was formed to evaluate the present vocational and career testing programs in the Akron Schools. A series of meetings and inservice workshops were held during which several instruments were presented and evaluated according to criteria developed by this committee.

This criteria included; cost, scoring, interpretation, time involvement, counselor/teacher training, supplementary materials available, reading level, grade level, reliability, validity and sex bias.

The Kuder - E General interest survey was chosen as the vocational/career assessment to be used with eighth grade students.

Counselors and professional staff who contributed their efforts to the committee included the following:

SCOPE AND SEQUENCE COMMITTEE:

* Ernest Calhoun
* Phyllis Lerch - Director, Child Study and Guidance
* Robert Spannbauer - Vocational Guidance Counselor
* Lucy Ahern - Central/Hower - Counselor
* Jan Witherow - Ellet - Counselor
* Richard Hoover - Kenmore - Counselor
* Roberta Gordon - Jennings - Counselor
* Robert Hughey - Director - Vocational Education
* Roberta Ryan, Career Education Career Coordinator
* Maria Schreiber, W.E.P. Career Specialist.

The committee that developed the unit for Counselors using the Kuder E Interest Survey included the following:

* Ernest Calhoun - Counselor - West
* Roberta Gordon - Counselor - Jennings
* Anne Kaufman - Counselor - Kent
* Roberta Ryan - Career Education - Career Coordinator

The language arts unit for use with the inventory was developed and written by Karen Poulos, Jennings Middle School language arts teacher.

RATIONALE FOR ASSESSING CAREER INTERESTS

A person formulates a career by continuously evaluating what he wants to do with his life and the actions that will enable him to achieve his personal goals. Career development occurs as educational and vocational pursuits interact with other life pursuits. It continues throughout life.

Job satisfaction studies have shown a positive relation between measured interests and job satisfaction. Given the required abilities, a young person who enters an occupation consistant with his/her interests is more likely to be a satisfied worker than the person who does not.

The overall objective of a career assessment program is to bring the student to a point at which he can evaluate information about himself and about the world of work and make meaningful decisions that can be tested against reality in a continuous process of career exploration.

Interest preferences evaluated at an early age and again at a later point may show variability rather than stability. However one of the reasons for early evaluation is to determine how realistic the young person's interest pattern is with respect to his abilities and other factors that can and should affect his curricular and eventual vocational choices.

In general the greater the range of expressed interests in a profile the more likely the student has made choices that will be reliable and distinct over time.

THE KUDER E

The Kuder E. Survey is intended for use as part of a comprehensive exploratory program that will help to provide a young person with a foundation for making various important decisions as appropriate points in his educational career. The Survey should not be used to encourage a student to decide on a specific occupation. The Kuder General Interest Survey was developed in response to a need for such an instrument for use with younger people, particularly at the junior high level.

In keeping with this need, the Survey avoids the use of concepts about which a young person may have little knowledge for example, occupational titles and vocabulary has been kept to the sixth-grade level. It also has an improved scale for detecting carelessness, lack of understanding, or faking. Finally, the number of items contributing to some of the scales has been increased to improve the reliability of the scales for this age level.

The Kuder E measures an individual's degree of preference for activities in ten job family groups: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social science and clerical.

It aids the teacher or counselor to give individualized guidance to students involved in planning an educational course aimed toward later employment. The pinpunch, self-scored edition combines a survey booklet, answer pad, and Profile in a single booklet which adds to students' motivation because they can score the Survey and interpret results immediately.

In the forced - choice triad the subject compares each of the three activities presented to him with the other two, ranking them as his first, second, and third preferences, even though all three may seem equally attractive or unattractive to him. A measure of preference intensity is obtained by comparing the number of times he chose a particular type of activity with the number of times his contemporaries chose it when faced with the same alternatives.

Each score represents the number of times the individual has indicated a preference for activities in a certain interest area over a wide range of activities in other areas. When a score is entered on a profile sheet, its position on the percentile scale reflects the relative preference strength of the subject with respect to the norm group.

The Kuder E deals with general vocational areas helping junior or senior high school students make sound choices in school curriculum and careers.

TEACHER

If the interest inventory is to be part of a broad program of career guidance teachers need to be involved. Language arts teachers can be helpful in preparing students to take the inventory by studying vocabulary definitions and later these classes may write themes on topics related to the students high interest area. Numerous activities can be developed by language arts teachers that will provide students with understandings related to career areas.

COUNSELORS AND TEACHERS CAN HELP STUDENTS:

* Decide what electives to take in ninth grade.
* Determine the kind of senior high curriculum to choose.
* Select extra curricular programs related to high interest areas.
* Plan new experiences which might lead to the discovery of new interests.
* Realize that interests may change when one gains new experiences.
* Assume responsibility for vocational planning.
* Form tentative career goals.
* Help clarify self concept.

The success of any guidance and counseling program rests largely on the extent to which it can keep open a wide range of appropriate possibilities--educational and vocational--until the individual must make a choice.

MATERIALS FOR THE KUDER INTEREST SURVEY AVAILABLE IN THE JUNIOR HIGH SCHOOLS

Materials for the Counselor

One General Manual for each counselor administering the Survey

Transparency program for interpretation

Booklet - Career Guidance and the Kuder Interest Inventory Lists careers and educational levels for the 10 interest areas.

Materials for Counselor & Teacher

Filmstrips & Cassettes - Keys, ten full color filmstrips with cassettes on the 10 job families identified in the Kuder inventory.

Games - Expo 10 - Ten sets of games correlated with the 10 Kuder Interest areas.

Materials for students

A Kuder E consumable booklet

A pin for punching booklet

A back board for each booklet

ASSESSMENT PROGRAM SCHEDULING

Five language arts periods will be needed for the counselor to administer, score and interpret the Kuder E. A one week block of time may be alloted or the time may be planned over a 2-3 week period. It is suggested that the testing phase of the program not be extended past a 4 week period for the language arts unit.

A meeting with the language arts teachers at least one week in advance is recommended. Procedures, scheduling and teacher's role should be explained and planned at this meeting. (See the language arts unit for Kuder follow up).

A copy of the Kuder E Interest Survey program should be given to the Principal and the language arts teachers. It should include; date, period, teachers involved and activity for that date.

For Example:

Date	Period	Teacher	Activity
Nov. 3	1	Jane/Joe Knowledge	Introduction of Kuder by Counselor
Nov. 4 & 5	1		Administration of Kuder
Nov. 6	1		Scoring + Profiling
Nov. 7	1		Interpretation
Nov. 10	1		Begin Lang. Arts Follow-up

PARENT

Parents can play a meaningful part in the career planning of their children. A notice or invitation may be sent home inviting them to attend the interpretation session with their children (see #3 handout in appendix).

On the basis of the profile data, the counselor can discuss with parents the kinds of supplemental experiences that would be most likely to help him select appropriate educational or vocational goals.

If parents do not come to the interpretive session the student may take a copy of the profile results home.

Portage Path

Career Education - Guidance [illegible]

Self Development and Its Importance in Learning

Middle
Joyce Dowds -

Room #	Materials	Day and Time	Particular Dates
208	Ripples	Monday 1:45	October 1, 8, 15
212	Family Life Education	Tuesday 2:45	October 23, 30, Nov. 6
204	Ohio Group Guidance	Thursday 2:45	October 25, Nov. 1, 8
209	Kindle	Tuesday 1:45	Nov. 13, 20, 27
301	Search	Wednesday 2:00	Nov. 14, 21, 28
314	Ohio Group Guidance	Wednesday 2:00	Jan. 9, 16, 23
310	About Me	Thursday 1:45	Jan. 10, 17, 24
307	Focus on Self	Tuesday 1:35	Feb. 5, 12, 19
104	Inside Out	Thursday 9:55	October 4, 11, 18
205	People Projects	Thursday 1:45 1:45	Feb. 14, 21, 28

APPENDIX VI

NON-TRADITIONAL ROLES - SEX ROLE STEREOTYPING

CAREER GUIDANCE CLASSROOM LESSONS

Grades 5 and 6

NON TRADITIONAL ROLES/SELF AWARENESS

Objectives:

1. To help teachers/counselors work with students effectively to identify interests and abilities.

2. To show the relationship between classroom work and future roles in work, family and leisure.

3. To break down traditional stereotypes of women's and men's occupational and family roles.

4. To encourage students on their maturity level to further pursue their interests and abilities related to occupations through group discussion and individual counseling.

5. To give background in extrinsic and intrinsic behavior and to help students move toward intrinsic behavior for more satisfying lives.

6. To help with overall objective of ignoring negative behavior in students and reinforcing positive behavior.

7. To encourage development of a trust relationship with students who need help.

8. To develop awareness of the wide range of occupational choice.

Non - Traditional Roles/Self Awareness

Lesson #1

I. Introduction - Public Interview (5 min.)

Let students interview teacher or counselor. Awareness of occupational roles as well as family roles could be beneficial in structuring an open, two-way dialog for the lessons. Public interviewing strategy is good for any speaker who might come to the classroom.

II. "Brain storming" session - Occupations: Men's and Women's (5 min.)

Rules for brainstorming

A. Move rapidly
B. No wrong answers
C. No discussion at this time

Have students verbally name all the occupations they can think of that men can do. The teacher or counselor can record on the board as roles are named. Have students then name all the occupations that women can do on another part of the board.

III. Discussion: Roles of men and women (10 min.)

Ask the students to look at the men's list and name one occupation that women positively cannot do on the men's list. Ask why not when one is volunteered. At this point lead them into a discussion on what the word STEREOTYPE means. Put chart on the board with the following definition on it:

STEREOTYPE

- To repeat without change
- Lacking originality or individuality
- Something in a fixed pattern
- A standardized mental picture held in common by members of a group representing an oversimplified opinion, attitude or judgement.

Go over definitions of word and relate it to ~~seeing~~ various occupations that some think only can be done by either men or women.

IV. Occupational Facts (5 min.)

1. Five boy-centered stories to two girl centered stories. (children's readers)

2. Three adult male main characters to one adult main character (children's readers)

3. Six male biographies to one female biography (children's readers)

4. Two male animal stories to one female animal story (children's readers).

5. Four male folk/fantasy stories to one female folk/fantasy story (children's readers).

6. By the time they are in fourth grade, girls' visions of occupations open to them are limited to four: Teacher, nurse, secretary or mother. Boys of the same age do not view their occupational potential through such restricting classes.

7. By the ninth grade 25 percent of boys and only 3 percent of girls are considering careers in science or engineering.

8. Of the brightest high school graduates who do not go to college, 75-90 percent are women.

9. More than ½ of all working women (60%) are heads of households. The balance (40%) work because their families could not survive on their husbands' income alone.

10. Median earnings for women in 1974 were 6,772 as compared with 11,835 for men.

11. Fewer than 1% of working women earn more than 10,000. The proportion of men earning that much is 20 times as high.

12. 9 out of 10 girls will work at some time in their lives.

13. In 1975 women constituted nearly 40% of all workers.

14. Women workers are concentrated in low paying dead-end jobs. As a result the average woman worker earns about 3/5 of what a man does.

15. Women are 76 percent of all clerical workers but only 4 percent of all craftsmen and foremen.

16. It is not true that employment of mothers leads young people to juvenile deliquency.

17. The 3 most popular roles for women as seen in children's readers at the elementary level are:

Mother, teacher, witch

V. Review of curriculum material (10 min.)

5th grade

Science

Active males
page 35,39,47, 53,69,
160, 299,305

Passive female
page 69.

Reading

Active males
page 24,53,44,45,121,176,
378,387,392

Passive females
page 34,45,92,418

Math

Active males
page 4,8,9,12,26,
77,78,79,85,110,113,
216,217,221,230,237

Women teachers
page 32,66,210

Good pictures
109, 201, 174,
176,279

6th Grade

Reading

Active males
(old art)
p. 324,327,333,335
(recent)
p. 31,83,70,111,173,
277

Witch
p.182,188,402

Good example
p. 211

Math
Active male
p. 87,203,246,247,
249,255,312,313

Female teacher
p.226,236,302

Active female
p. 292

Passive women
p. 256

NON-TRADITIONAL ROLES/SELF AWARENESS

Lesson #2

I. Introduction (5 min.)

Review some information discussed in Lesson #1. Teacher/counselor role, bias information in curriculum books, meaning of word STEREOTYPE.

Give students statistics from one major engineering college. Graduates were followed up later in their lives and it was discovered that 2/3 of them were not in the engineering field. After 4 or 5 years of time and money spent studying there must have been some job dissatisfaction. Ask why it is important to know your interests and abilities.

II. Occupational choices (3 min.)

Have students list on notebook paper 5 occupations they have considered for themselves at one time or another. Have them list from from most important to least important.

III. Abilities Inventory. Looking at Myself (20 min.)

A. Not a test
B. No wrong answers
C. Answers will not be similar to a friends
D. Reason to taking inventory is to learn more about themselves to make better occupational choices.
E. Will give inventory later in the year to see if there are changes
F. Go over marking of high, average, low

Inventory - Read each statement as they take it.

Go over classifications. Have students name a job for each classification. Use example: One 17 year old scored as his high points 4,5,7,8, and 14. These relate to skills in manual, mechanical, spatial relations, artistic and sociability. He is looking at occupations like drafting, commercial or graphic art, and model building. He could then work with his hands as well as be around people.

IV. Discussion (5 min.)

Ask if anyone would like to share some of their high statements. See if the group can come up with occupations that would relate to their particular abilities.

Have them copy their high statements on the paper with their 5 occupational choices or circle number on classification sheets.

Collect inventories

NAME_____

Students: This form can be like a roadmap to help you know yourself better. This is not a test and there are no wrong answers. This is for your own use although you may wish to share the information with a parent, teacher, counselor and/or friend.

LOOKING AT MYSELF: WHAT ARE MY ABILITIES?

	HIGH	AVERAGE	LOW
1. I am good at reading, studying and learning school work. I do well on tests.			
2. I work with numbers quickly and accurately. I like to compute and estimate.			
3. I can speak clearly and forcefully. I can easily understand ideas and follow directions I hear spoken.			
4. I like to use my hands and work with tools. I handle objects with speed and accuracy.			
5. I can assemble, repair and operate mechanical things and objects.			
6. I keep neat and accurate notebooks, I like to sort and arrange information.			
7. I am good at jigsaw puzzles. I can draw things.			
8. I like working with color and shape. I am good at crafts, drawing, painting and arranging things.			
9. I like music. I like or would like to play an instrument.			
10. I can remember dates, names and numbers easily.			
11. I like to work for long periods of time, sometimes out-of-doors.			
12. I like to work with little children and people who might need extra help.			
13. I stick to a task until I am finished. I like to be responsible.			
14. I like all kinds of people and talk easily to them.			
15. I get along with others and can help them with their work and play.			
16. I seem to catch on fast. I can solve problems.			
17. I can figure out things easily and make good decisions. I have common sense.			

Adapted from: A CTES Audio Visual Learning Program.

Classifications

LOOKING AT MYSELF: WHAT ARE MY ABILITIES?

1. Scholastic
2. Mathematical
3. Verbal
4. Manual
5. Mechanical
6. Clerical
7. Aptitude for Spatial Relations
8. Artistic
9. Musical
10. Good Memory
11. Physic al Health
12. Ability to Help Others
13. Dependability
14. Sociability
15. Leadership
16. Reasoning
17. Judgment

NON-TRADITIONAL ROLES/SELF AWARENESS

Lesson #3

I. Introduction (8 min.)

Filmstrip You Can Be Anything

II. Review and Discussion (15) minutes

Passback abilities inventory: Looking at Myself. Ask students what skills/abilities were needed for some of the occupations seen in the filmstrip. List 3 on the board. Have students check on their classification sheets for the abilities. Use occupational information listed on study prints.

Ask students if anyone wants to share their high scores. List high scores on the board if someone volunteers and have everyone try to think of occupations that might be suitable.

III. Personality Traits (10 min.)

Give definition of the word personality. (Have on chart paper).

1. A distinctive personal or social trait
2. The totality of a person's characteristics
3. A person's behavior tendencies
4. Of being a person

Tell students when we talk about someone we usually emphasis the high and low characteristics of their personality. For example: John is always on time. John's personality trait would be his promptness. Mary is very friendly. Mary's trait is her sociability.

Tell students some people who work in counseling others about occupations feel there is a relationship between one's personality traits and the type of job he/she might have. The better you know your abilities and your interests the more job satisfaction you will have. Your interests reflect your personality. Ask students to share some of their interests. Relate this to their possible personality type.

Put the Holland Personality Traits on the board or have on a chart.

1. Realistic - likes to work with tools
   likes to work alone
   likes to work with machines

2. Investigative - likes to read
   likes to research
   likes to do experiments
   likes science

3. Artistic - likes to draw
like to play a musical instrument
is creative
like to write poetry or book

4. Social - likes to work with people
likes to go to social gatherings
likes to help others

5. Enterprising - likes to sell things
likes to direct others

6. Conventional - likes to do the same thing over and over
likes to keep records

Tell students we are a combination of different types and next week we will be able to find out what some of our stronger interests are and how this relates to our personality and future work.

Collect student's abilities inventories.

NON-TRADITIONAL ROLES/SELF AWARENESS

Lesson #4

I. Introduction (5 min.)

Review word personality. Have six Holland personality traits redefined.

II. Interest Inventory: Holland: Self Directed Search, Form E (Likes) (30 min.)

Go over rules before inventory is given. (See Lesson #2 A - F - Rules for Ability Inventory)

Pass out inventory. Read statement to the students.

Score inventory as a group. Count number of Y's in each of the six groups. Tell them to pick the 3 highest groups. Ask for volunteers to share and relate these to the personality traits.

Use Holland's The Job Finder and tell them occupations that relate to their interests (i.e. likes).

Have students copy on a sheet of paper their two highest codes and some occupations that relate.

Collect inventories.

LIKES

Mark "Y" (Yes) for those things you like to do or think you like to do.

Mark "N" (No) for those things you would *not* like to do.

R · Likes

	Y	N
Fix electrical things	☐	☐
Fix mechanical things	☐	☐
Build things with wood	☐	☐
Drive a truck or tractor	☐	☐
Use metal working or machine tools	☐	☐
Work on a hot rod or motorcycle	☐	☐
Take Shop course	☐	☐
Take Mechanical drawing course	☐	☐
Take Woodworking course	☐	☐
Take Auto mechanics course	☐	☐
Total No. of Y's	☐	

I Likes

	Y	N
Read scientific books or magazines	☐	☐
Work in a laboratory	☐	☐
Work on a scientific project	☐	☐
Build rocket models	☐	☐
Work with a chemistry set	☐	☐
Read about special subjects on my own	☐	☐
Take Physics course	☐	☐
Take Chemistry course	☐	☐
Take Geometry course	☐	☐
Take Biology course	☐	☐
Total No. of Y's	☐	

A Likes

	Y	N
Sketch, draw, or paint	☐	☐
Attend plays	☐	☐
Design furniture, or buildings	☐	☐
Play in a band, group, or orchestra	☐	☐
Practice a musical instrument	☐	☐
Go to recitals, concerts, or musicals	☐	☐
Create portraits or photographs	☐	☐
Read plays	☐	☐
Read or write poetry	☐	☐
Take Art course	☐	☐
Total No. of Y's	☐	

LIKES (Cont.)

Mark "Y" (Yes) for those things you like to do or think you like to do.

Mark "N"(No) for those things you would *not* like to do.

S	Likes	Y	N
	Write letters to friends	☐	☐
	Attend religious services	☐	☐
	Belong to social clubs	☐	☐
	Help others with their personal problems	☐	☐
	Take care of children	☐	☐
	Go to parties	☐	☐
	Dance	☐	☐
	Attend meetings and conferences	☐	☐
	Go to sports events	☐	☐
	Make new friends	☐	☐
	Total No. of Y's	☐	

E	Likes	Y	N
	Influence others	☐	☐
	Discuss politics	☐	☐
	Operate my own service or business	☐	☐
	Attend conferences	☐	☐
	Give talks	☐	☐
	Serve as an officer of any group	☐	☐
	Supervise the work of others	☐	☐
	Meet important people	☐	☐
	Lead a group in accomplishing some goal	☐	☐
	Participate in political campaign	☐	☐
	Total No. of Y's	☐	

C	Likes	Y	N
	Type papers or letters	☐	☐
	Add, subtract, multiply, and divide numbers in business or bookkeeping	☐	☐
	Operate business machines of any kind	☐	☐
	Keep records of expenses	☐	☐
	Take Typewriting course	☐	☐
	Take Business course	☐	☐
	Take Bookkeeping course	☐	☐
	Take Commercial math course	☐	☐
	File letters, reports, or records	☐	☐
	Write business letters	☐	☐
	Total No. of Y's	☐	

APPENDIX VII

HANDICAPPED - SPECIAL POPULATION ASSESSMENT FORMS

North High School

Work Sample Evaluation Report

Name _____ Age _____

Dates of Evaluation _____

Disability _____

	Above Average	Average	Below Average	Poor
PERSONAL CHARACTERISTICS				
Work Attire		X		
Personal Hygiene		X		
Communication Skills		X		
Interpersonal Relationships		X		
WORK BEHAVIORS				
Cooperation		X		
Motivation		X		
Frustration Tolerance		X		
Persistence		X		
Self-Reliance		X		
Initiative		X		
Punctuality		X		
Attendance		X		
Concentration		X		
Note: Blank column indicates no evaluation given in that particular area.				
ACHIEVEMENT ON TASKS INVOLVING:*				
Manual Dexterity		X		
Finger Dexterity		X		
Motor Coordination		X		
Eye-Hand Coordination		X		
Eye-Hand Foot Coordination		X		
Use of Hand Tools		X		
Following a Model		X		
Following Diagrammatic Instructions		X		
Following Verbal Instructions		X		
Following Written Instructions		X		
Planning and Organizational Ability		X		
Accuracy		X		
Neatness		X		
Color Discrimination		X		

* See Appendix for Definitions

ACHIEVEMENT ON TASKS INVOLVING:*	Above Average	Average	Below Average	Poor
Size Discrimination				
Spatial Discrimination		X		
Form Perception		X		
Clerical Perception		X		
Counting Ability		X		
Measuring Ability		X		
Numerical Ability		X		

* See Appendix for Definitions

SUGGESTIONS FOR EMPLOYABILITY PLANNING:

The following are Worker Trait Group Arrangements for which the student is either job-ready or shows potential for future employment:

1.

2.

RECOMMENDED STEPS IN PROGRAMMING:

____ Sheltered Work Environment

_X_ Work Adjustment Training

____ Remedial Academic Work _____

____ On-The-Job Training

____ Vocational Training

____ Job Placement

____ Other _____

SUMMARY AND RATIONALE FOR SUGGESTIONS:

Robert Bailey was a quiet and deliberate worker whose over-all evaluation results show him to be of average ability. Robert was evaluated in the areas of personal characteristics, work behaviors and work sample performance. Concerning personal characteristics, Robert was weak in inter-personal relationships which could be attributed to the fact that he is basically a quiet young man. During the testing, Robert was co-operative and always did what was asked of him.

Robert is reading at a 2.5 level and is presently adding, subtracting and multiplying. On the work sample performance part of the evaluation, Robert was successful on eight out of thirteen work samples given him. He did display an above average interest in mechanics which could be a direction of pursuit in the future.

I feel that Robert would benefit from the Work Adjustment Program which would help him adjust to working with others and also expose him to the different mechanical skills needed for future employment.

NAME _____

WORK SAMPLE PERFORMANCE SCORES

WTGA	CODE	PAGE	WORK SAMPLE	SP	R/T	R/Q
[redacted]LING	.887	360	1. Nut, Bolt, &Washer Assembly	✓	2	2
			2. Rubber Stamping		2	1
			3. Washer Threading	✓	2	2
			4. Budgette Assembly	✓	2	2
			5. Sign Making			
SORTING, INSPECTING, MEASURING AND RELATED Must have SP on 2 of 3 Samples	.687	282	*10. Tile Sorting		2	1
			*11. Nut Packing	✓	2	1
			*12. Collating Leather Samples	✓	2	2
TENDING Must also have SP in Handling &/or Sorting Insp., Meas. WTGs and on any 2 Manipulating	.885	447	*20. Grommet Assembly		—	—
MANIPULATING Must have SP in 4 of 7 Samples	.884	322	*30. Union Assembly	✓	2	2
			31. Belt Assembly	✓	2	2
			32. Ladder Assembly		—	—
			33. Metal Square Fabrication		—	—
			34. Hardware Assembly	✓	2	2
			35. Telephone Assembly		2	1
			*36. Lock Assembly		2	1
ROUTINE CHECKING & RECORDING Must have SP on 3 both Samples	.688	289	40. Filing by Numbers		—	—
			41. Proofreading			
CLASSIFYING, FILING & RELATED Must have SP on 3 of 5 Samples	.388	276	50. Filing by Letters			
			51. Nail & Screw Sorting		3	1
			52. Adding Machine			
			53. Payroll Computation			
			54. Computing Postage			
INSPECTING & STOCK CHECKING Must also have SP on #53 and #54	.487	271	60. Resistor Reading			
CRAFTSMANSHIP & RELATED Must also have SP on #60, or #80, or #80a, or #90	.381	312	70. Pipe Assembly			
COSTUMING, TAILORING & [redacted]SHMAKING [redacted]st also have SP on #60 or #70	.361	308	80. Blouse Making			
			80a. Vest Making			
DRAFTING AND RELATED Must also have SP on #60,	.281	377	90. Condensing Principle			

WRIOT REPORT FORM
WIDE RANGE INTEREST-OPINION TEST
GUIDANCE ASSOCIATES OF DELAWARE, INC.

JOSEPH F. JASTAK – SARAH R. JASTAK

NAME
AGE SEX DATE

VERY LOW 10 31	LOW 32 37	BELOW AVERAGE 38 43	AVERAGE 44 49 50 51 56	ABOVE AVERAGE 57 62	HIGH 63 - 68	VERY HIGH 69 90

RANK	SCORE T	CLUSTER DESCRIPTIONS	
3	52	A ART	is skilled in arts and crafts
5	43	B LITERATURE	reads or has common sense the world
7	47	C MUSIC	plays composes and enjoys music
11	41	D DRAMA	goes to stage plays acts out own feelings
20	47	E SALES	gets people to buy things and deals
13	42	F MANAGEMENT	directs the work of others
4	53	G OFFICE WORK	types files does desk work
7	47	H PERSONAL SERVICE	refers to individual needs and comforts
9	47	I PROTECTIVE SERVICE	safeguards people, property, country
6	43	J SOCIAL SERVICE	works in education or has an employment
5	39	K SOCIAL SCIENCE	studies the actions of people and groups
12	48	L BIOLOGICAL SCIENCE	studies the insides of living things
16	53	M PHYSICAL SCIENCE	studies the motion of things in space time
10	45	N NUMBER	works with numbers enjoys a game computes
18	59	O MECHANICS	designs builds and maintains machines
17	51	P MACHINE OPERATION	operates machines processes materials
19	43	Q OUTDOOR	works on farm, in forest, in garden at sea
15	46	R ATHLETICS	takes part in group or individual sports
8	47	S SEDENTARINESS	sits a lot in one place or the job
16	52	T RISK	takes on dangerous and risky jobs
17	51	U AMBITION	wants to improve self, income status
14	45	V CHOSEN SKILL LEVEL	works at chosen level of skill duty
13	36	W ACTIVITY BY SEX	prefers work done by persons of own sex
28	45	X AGREEMENT	likes dislikes pictures most people like dislike
		Y INTEREST SPREAD	has strong likes and dislikes

LIKES

DISLIKES

Tenative Outline for Special Education Vocational Program

I. Physical, Psychological, School Achievement Inventory

II. Job Assesment
   A. Singer Graflex
   B. Job Sample
   C. Evaluation of Physical Capacities
      1. Observation of Physical Performance
         a. Working Positions and Motions
         b. Work Tolerance
      2. Activities of Daily Living Evaluation
         a. Mobility
         b. Self-Care Activities
         c. Communication
         d. Homemaking

III. Job Simulation - In School
   A. Vocational Classes in Regular Program
   B. EMR Vocational Classes
   C. Task Analysis and Skills Evaluation
      1. Evaluator's Observations
      2. Teacher's Comments (a checklist of terminal objectives)

IV. Classroom Program
   A. Performance Objectives Accomplished
      1. Pupil Performance
      2. Teacher Evaluation
   B. Occupational / Physical Therapy
      1. Mobility Training
      2. Activities of Daily Living Training
      3. Homemaking Training

V. Community Placement
   A. Simulated Community Work
      1. Employer's Evaluation
      2. Teacher's Evaluation
   B. Work Experience
      1. Employer's Evaluation
      2. Work-Study Coordinator's Evaluation
   C. Goodwill Industries
   D. Vocational Development Center for the Handicapped

BREAKDOWN

- We have 292 special education students in grades 10,11, and 12.
- We have 152 special education students in grades 11 and 12.
- We have 50 LD students in grades 10,11, and 12.
- Of the 152 eleventh and twelfth graders, 50 are in vocational education programs (or 34 per cent)
- Of the 50 special education students who are in vocational education programs, 31 are EMR or 62 percent

3 are TC	or	6 percent
1 is OH	or	2 percent
8 are HI	or	16 percent
6 are LD	or	12 percent
1 is VI	or	2 percent
50		100 percent

- 26 percent of the students in voc. ed. are in CHE
- 14 percent of the students in voc. ed. are in OWE
- The total selection breakdown is as follows;

CHE	26 percent	graph/arts	2 percent	sheet metal	2 percent
OWE	14 percent	comm.	2 percent	auto mech.	8 percent
appli.	2 percent	paint/dec.	4 percent	drafting	2 percent
foods	8 percent	bakery	8 percent	f/fabrics	2 percent
IOE	4 percent	auto body	8 percent	welding	2 percent
DE	2 percent	health ass.	2 percent	horticul.	2 percent

APPENDIX VIII

DISSEMINATION MATERIAL

NDN

A NATIONALLY VALIDATED PROJECT OF
THE NATIONAL DIFFUSION NETWORK
DIVISION OF EDUCATIONAL REPLICATION
UNITED STATES OFFICE OF EDUCATION

PROGRAM OVERVIEW

CAREER EDUCATION
AKRON PUBLIC SCHOOLS

CAREER EDUCATION
AKRON PUBLIC SCHOOLS
NATIONAL DIFFUSION NETWORK PROJECT

The career education program of the Akron Public Schools has been identified by the National Diffusion Network of The United States Office of Education as a "program that works".

The goal of the NDN is to enable widespread adoption of proven programs rather than simply disseminating information regarding these programs.

The goal of the Akron Public Schools is to assist other school systems in developing a K-12 program of career education based on the rational and implementation techniques developed by our school system.

The purpose of this bulletin is to provide a brief description of the approach to career education used in Akron and the services that can be offered to an adopted site by our NDN project.

For additional information on this project contact:

Jerry M. Ryan
NDN Project Coordinator
Career Education
Miller School
65 Steiner Avenue
Akron, Ohio 44301
Phone 216-434-2708

CAREER EDUCATION IN THE AKRON SCHOOLS
GRADES K-12

The career education program of the Akron Schools, provides a spiral of developmental experiences designed to help students understand the facets of career choice.

Realizing that a realistic career choice evolves through experiences and decisions over a period of years, the program includes a sequential series of activities, beginning in kindergarten and growing in complexity through high school.

Career Motivation, Grades K-6

Career Motivation in the elementary grades emphasizes activity-centered experiences designed to develop:

- Positive self-concepts
- Appreciation for all careers
- Positive attitudes toward work
- Appreciation of the dignity of all work

Career Orientation, Grades 7-8

Career Orientation provides junior high students with increased exposure to a variety of occupations by:

- Integration of career activities with academic studies
- Speaker Presentations
- Work laboratories
- Field experiences to observe a spectrum of semi-skilled to professional occupations.

In addition, Career Orientation stresses:

- Economic and social values of work.
- Self-appraisal of values, abilities, interests and aptitudes.
- Decision-making skills.

Career Exploration and Preparation Grades 9-12

Career Exploration provides secondary students with further and more specific information about occupations. Specific clusters of occupations are explored through in-depth exposure and actual work experience.

Exploratory experiences are provided by:

- Continued integration of career activities with academic studies.
- School and community laboratory programs.
- Pre-vocational programs.
- Pre-professional and technical programs.
- Vocational education classes.

In addition, Career Exploration looks at:

- Student capabilities in relation to aspirations.
- Relationships between self and various occupations and work environments.

Career Guidance and Counseling

Guidance and counseling services are interwoven with career education at every grade level. In the elementary grades, guidance personnel develop activities to increase students' self-awareness and promote the development of positive self concepts. In the secondary grades, the guidance staff utilizes a variety of self inventorys designed to increase student awareness of personal values, attitudes, interests and personality in relationship to career choices. Guidance counselors are expected to provide leadership in promoting affective education in the classroom.

AKRON PUBLIC SCHOOLS
CAREER EDUCATION COMPONENTS
NATIONAL DIFFUSION NETWORK PROJECT

The activities, programs, products and practices that can be disseminated to adoption sites that will assist them in developing this program are varied. Among them are:

The staff and management for career education.
Roles and responsibilities of teachers, administrators, counselors and board of education members are clearly identified. Roles of parents and community members in collaboration with the schools in implementing career education are expressed in terms which adopted districts can follow.

Seven goal areas for student growth in career development.
At each grade level, specific learner outcomes have been formulated that relate to each of the goals. The career program endeavors to achieve these goals by integrating career development information and experiences into the regular school curriculum. The program relates school and studies more directly to the occupational world, and prepares students for this world by emphasis on:

- Self
- Individual and Environment
- Education and Training
- Economics
- World of Work
- Decision-Making
- Employability and Work Adjustment Skills

Community Collaboration.
The model identifies the role and responsibilities of parents, business, industry, labor, government and social service agencies in carrying out collaborative activities with school sites. Included are the management of community resources; planning for collaboration in the curriculum; role of advisory groups; and utilization of organized labor resources. Several projects involving national business/industry organizations at the local level are clearly identified for classroom utilization.

Curriculum Infusion.
Curriculum activities and materials used in the Akron project are varied. First, detailed curriculum guides have been developed for all grade levels and subject areas.

Special curriculum projects related to economics, labor education, reading, math and science can be demonstrated. Of greater importance to a site is the direction and training that can be provided to assist the site in developing local infused curriculum units on career education.

Available supplemental classroom materials utilized in the Akron project and how to infuse these resources into the curriculum are outlined in a handbook that can be utilized by an adopting site.

Inservice Training

Training has been of various types in the program consisting largely of workshops and conferences. The experience gained in training school staff has made it possible to provide adopting sites with the following staff development assistance:

1. Steps in planning and implementing inservice programs.

2. How to use the community resources in staff development.

3. Steps in planning and implementing local building level training.

4. Planning and implementing a Summer Career Guidance Institute.

5. Planning and implementing inservice programs with local universities.

6. Assessing in-service efforts.

Career Guidance

Guidance activities are an important part of the offeror's career education effort. Materials and knowledge developed as a result of this effort can be disseminated to the adopter's site. Assistance can be provided in outlining, planning and implementing career guidance activities grades K-12. Procedures are available related to assessing students' needs for career development with emphasis on self awareness. The counselor's role as a resource person to students and staff is defined.

Evaluation

Evaluation of program efforts utilized in Akron can be adopted by other local schools. Information will be made available regarding the evaluation designs used in Akron to include a third party developed test used to measure career education outcomes of students.

CONTRACT FOR ADOPTION

A. This contract for program adoption is to be signed only on completion of the following:

1. The adopted school site has completed an awareness session on the Akron program. These sessions are about 1½ hours in duration and generally presented in awareness conferences sponsored by a State Facilitator.

2. The adopted school site has been involved in follow up communications with the Akron program. These communications are necessary to identify the needs and objectives of the adopted site and to arrive at a mutual understanding of the Akron programs' ability to provide the services required for program implementation. Follow up communications could be either by conference phone calls, letters, or interested school sites making visits to Akron.

B. The adopted school district agrees to carry out the following responsibilities and activities.

1. Appoint a liaison to the Akron Public Schools Demonstration Project who will be responsible for working with the local project staff in implementing the program at the local level.

2. Complete a local adoption plan which shall include:

   a. Dates for training

   b. Dates for technical assistance

   c. Duties of the liaison person

3. Purchase adequate amounts of career education material for program implementation.

4. Reproduce, teacher made materials necessary for the implementation of the program.

5. Implement the adopted components according to the instructional plan prescribed in training.

6. Collect data concerning the effectiveness of the program including:

   A description of program implementation to be submitted by local liaison at the completion of the first year of adoption.

   a. A teacher attitude survey toward the project. (To be given at the end of the school year.)

   b. A written report of the first year's program accomplishments, including recommendations for future activity, to be developed by a local committee of educators and community participants.

C. The staff of career education (Akron Public Schools Demonstration Project) agrees to provide the following services for:

_____
School District

1. Train key members of your staff at the Miller Staff Development Center in Akron, Ohio. Visits will be made to school sites to interact with relevant programs. Training at Akron site shall consist of 2 consecutive days set at your and our convenience during 1979-80 school year. Adopted site to pay transportation, food and lodging expenses of participants. Akron to provide training at no cost.

2. Provide the adopted site with 2 days on site training in elements of career education, selected from the following: (costs to be shared).

   a. Integration of career education concepts into existing school curriculum, K-12.

   b. A sequential program of career guidance for teachers and counselors in grades K-12.

   c. Identification and use of career education material grades K-12.

   d. Evaluation of career education programs.

   e. Developing and making use of community resources.

   f. Additional training can be provided by the Akron project on a limited basis. This training can be made available when Akron Staff members, comprising the training team are on vacation from their normal school assignments. This additional training would be totally at the expense of the interested school district.

3. Provide one set of descriptive materials to adopted site at no cost. Additional sets of materials developed by the Akron program will be made available at cost.

4. Assist in developing local inservice training programs that will assure the continued growth of the new program.

5. Provide on-going consultant service to the adopted site: This will include telephone and mail communication as well as possible site visits. (On site visits will be on a shared cost basis.)

6. Assist in developing materials unique to local site.

7. Assist in developing a formative and summative evaluation plan.

_____ _____

Authorized Representative of adopted school District

Authorized Representative Akron Public Schools

AKRON PUBLIC SCHOOLS
AKRON, OHIO

Conrad C. Ott
Superintendent

Dr. James Ervin
Assistant Superintendent
Curriculum and Instruction

Nicholas J. Topougis
Director of Career Education

AKRON BOARD OF EDUCATION

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Mrs. Mimi H. Steiner
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Ninth graders learn to be ready for jobs

By Ron Shinn
Beacon Journal labor writer

Not many ninth graders have considered becoming morticians or meter readers after graduating from high school.

But a group of nearly 200 volunteers is trying to prod Akron's ninth graders into thinking about their future occupations and what they must do in high school to prepare themselves to enter the work force.

The volunteers — called motivators — are part of the Youth Motivation Task Force sponsored by the National Alliance of Business. The program is co-sponsored in Akron by the board of education's career education office.

NATIONALLY, the program is aimed at ninth graders from low-income families. But here, organizers have expanded it to include all ninth graders in specific schools.

"We don't really have any way to measure our success," said Terry Meese, assistant director of the Akron program. "But we have seen rapid expansion since the program began eight years ago and recruiting motivators is easier every year."

The motivators, who have such diverse occupations as secretaries, engineers, morticians, track coaches, soil conservationists, meter readers, beauticians, bakers and bankers, visit classrooms to tell ninth graders about their jobs.

"We want the students to hear enough to be interested in an occupation they might want to pursue later," Meese said.

The motivators come to class dressed in their work clothes and relate their successes as well as their failures.

"The most important thing a motivator learns is to be honest and sincere," Meese said.

The motivators are told to stress how the students' attitudes toward high school will affect the jobs they end up with later.

"THE THING educators consider important can be transferred to the things employers consider important," Meese said.

The motivators also answer questions ranging from the education needed for their jobs to whether they have to wear a necktie to work every day.

The 190 motivators in this year's program attended a half-day training session last Thursday. During February and March, teams of two motivators will make two appearances each at a ninth grade class in one of eight schools.

Meese said nearly 8,000 students at Goodyear, Goodrich, West, Roswell Kent, Simon Perkins, Central Hower, Kenmore and Innes will hear from motivators representing four occupations.

Many of the motivators also will participate in job fairs at several elementary schools during April. The elementary school program will focus on explaining what people do in their jobs.

LEARNING ABOUT BUSINESS — Fourth, fifth and sixth graders at St. Vincent School, Akron, joined with their counterparts at neighboring Crosby School to learn about various careers as part of the National Alliance of Business Careers Day, held at the public school. Taking a look at some electrical equipment are (left to right) Marvin Hodges, representing the Summit County Sheriff's Office: Margaret Murphy, a St. Vincent sixth grader; Tom Fuhrman, representing Electrical Construction Industries; George Rozier, a Crosby sixth grader; Akron Dominican Sister Dorothy Mattingly, St. Vincent principal, and Gloria Rittenhouse, Crosby principal. Photo by Law Handerson

FLIGHT PLAN: TOWARD A CAREER CHOICE

School and Community as Co-Pilots of Career Education

Prepared by
PEARL A. DREWS

Illustrated by
CHUCK AYERS

for

The U. S. Department of Health, Education and Welfare
Office of Education
Office of Career Education

by contract with

The Akron Public Schools
and
The Akron Regional Development Board

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pinpoint

Trends and innovations on and about campus

Student Center Hosts Future Food Managers

Twenty years from now, if foodservice managers coming from Akron, Ohio claim they chose their career when they were eight years old, it wouldn't surprise Diane Greene in the least.

Greene is a coordinator for the Career Education Program administered in the Akron public schools, and she recently set up a field trip to The University of Akron Gardner Student Center for 50 second and third graders from Heminger Elementary School. At the center's foodservice, the Chuckery room, the children gained hands-on experience taking and filling orders for pizza, hamburgers, and ice cream for university students and staff members.

"We're trying to get the students more aware of the world around them," Greene says of the program. "We don't so much ask them 'What do you want to be when you grow up?' as 'Do you like what you're doing?' This helps motivate them towards a career."

The Akron schools implement the program on all grade levels through the regular curriculum. "With the number of students we have, we try to work with as many community resources as possible," says Greene. "Teachers were working with relevant units in health, social studies, and math, and Gardner Center was chosen because of the variety of foodservice operations it has."

For the kids, it was a chance to see the other side of the counter — to scrub up and don chef's hats. Regular employees of the host franchises — Altieri's Zipizza, Hardee's Hamburgers and Soble's Dairy Bar — explained the various responsibilities to the kids and supervised during their hour-and-a-half stint behind the counters. They sampled their wares afterwards.

It was the idea of Donald Sabatino, the student center director, to use the Chuckery for their visit. "We're a university. Our job is to teach people and provide experience," he says. As the visit was spread over two days, the center was able to accommodate local television and newspaper media, and much favorable publicity was the result.

The kids went back to Heminger, wrote stories and had a panel discussion about their visit. "This is part of a larger program which involves learning how to speak in front of groups and present information," says Greene.

"They were all very excited about working and really got into it," she continues. "One boy reported that now if his mom wasn't at home, he knew how to make a hamburger."

The Buchtelite

Friday, December 7, 1979 — *The University of Akron* — *Volume 91 Number 35*

Basic skills put to the test

by JANET FRANCIS
Asst. Entertainment Editor

Elementary school students had hands-on experience Tuesday and Thursday in GSC's Hardee's, Dairy-Bar and Altieri's. The Heminger students were given the opportunity to use the skills they were being taught at school, in a real life situation.

Diane Greene, of the Career Education Department, in the Akron Board of Education, said the second grade students were "learning to follow directions." They were "using their math, speaking and listening skills."

The program of giving students the opportunity to temporarily "work" in the adult world taught the children how and why they need to learn how to read, and learn the basics of education, according to Ms. Greene.

The experience is the integration of Career Education, the school's curriculum and the Legion for Literacy.

Ms. Greene said the children have been studying nutrition, and the field trip here to the three food services has helped them tie in what they have learned.

Burger, buns, cones and the like were all being handled and prepared by the excited children. They made change for UA students - usually successfully.

When finished preparing and selling the food, the students ate the food they made themselves. Ms. Greene said the food was being generously contributed by the owners of Hardee's, Dairy-Bar and Altieri's.

Kids learn fast-food business

Two groups of second and third graders from Heminger Elementary School will don chef's hats and gain some insight into the workaday world of food service operations when they visit the University of Akron on Dec. 4 and 6.

The students will "scrub up," "punch in," and "go to work," in one of three food franchise operations of Gardner Student Center: Alteri's Zipizza, Fred Soble's Dairy Bar or Hardee's Hamburgers. All three franchises operate in the student center Chuckery.

The kids will roll pizza dough, make sundaes and build hamburgers for the older college crowd between 1:30 and 2:30. The visit is part of the classes' study of nutition and food preparation, according to Diane Green, career education office coordinator for the Akron Public Schools. The aim of the food service visit is to show the children how food is prepared in a work setting and to provide them with the insight into the necessity for developing math, reading, listening and speech skills, Green said.

Twenty-one second grader will visit on Dec. 4 with the remaining 28 third graders visiting Dec. 6.

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LABOR AND CAREER EDUCATION
IDEAS FOR ACTION

HANDBOOK OF IDEAS FOR INVOLVING AND INTEGRATING LABOR IN CAREER EDUCATION

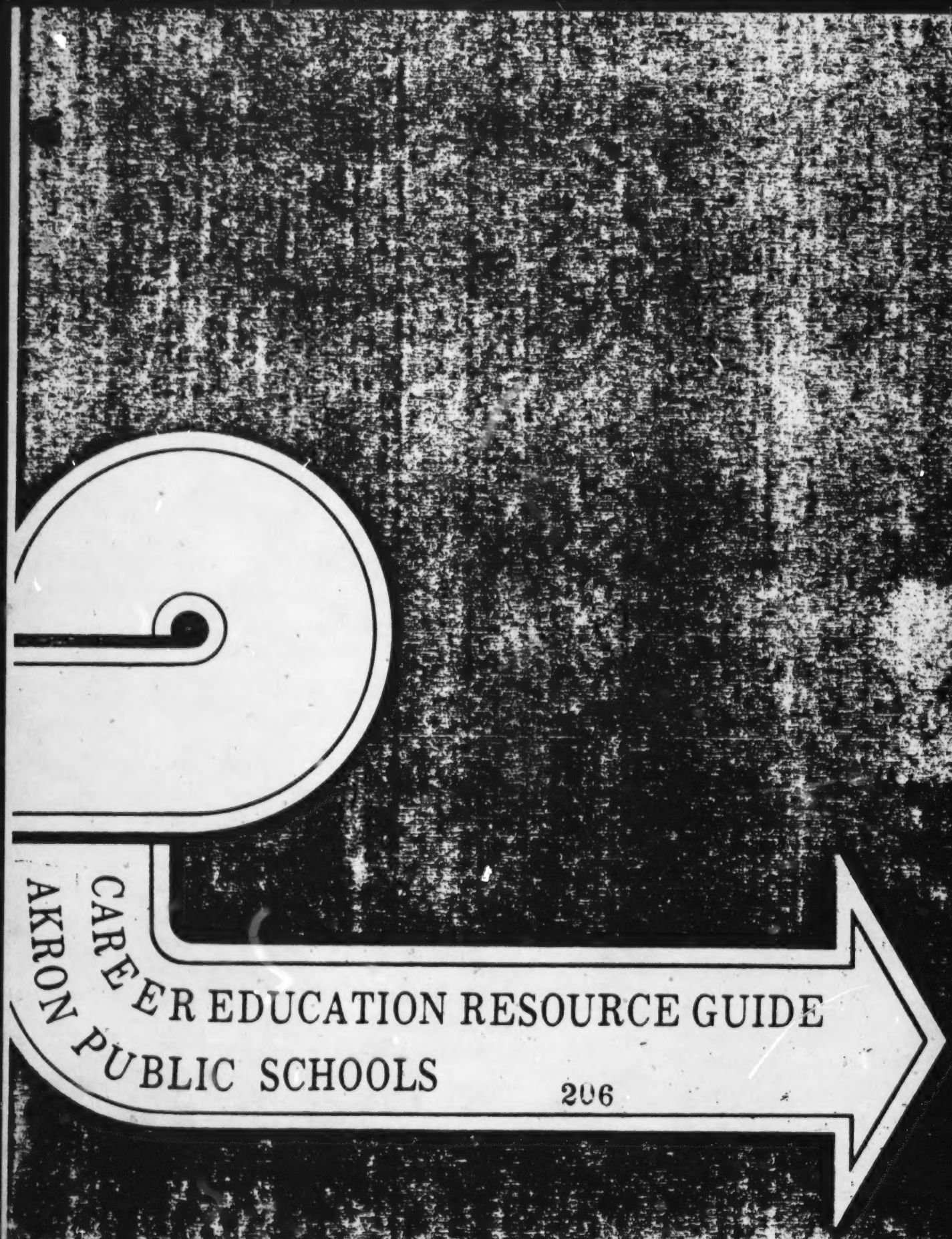
Prepared by

Nicholas J. Topougis

for

The U. S. Department of Health, Education and Welfare

Office of Education


CAREER EDUCATION RESOURCE GUIDE
AKRON PUBLIC SCHOOLS
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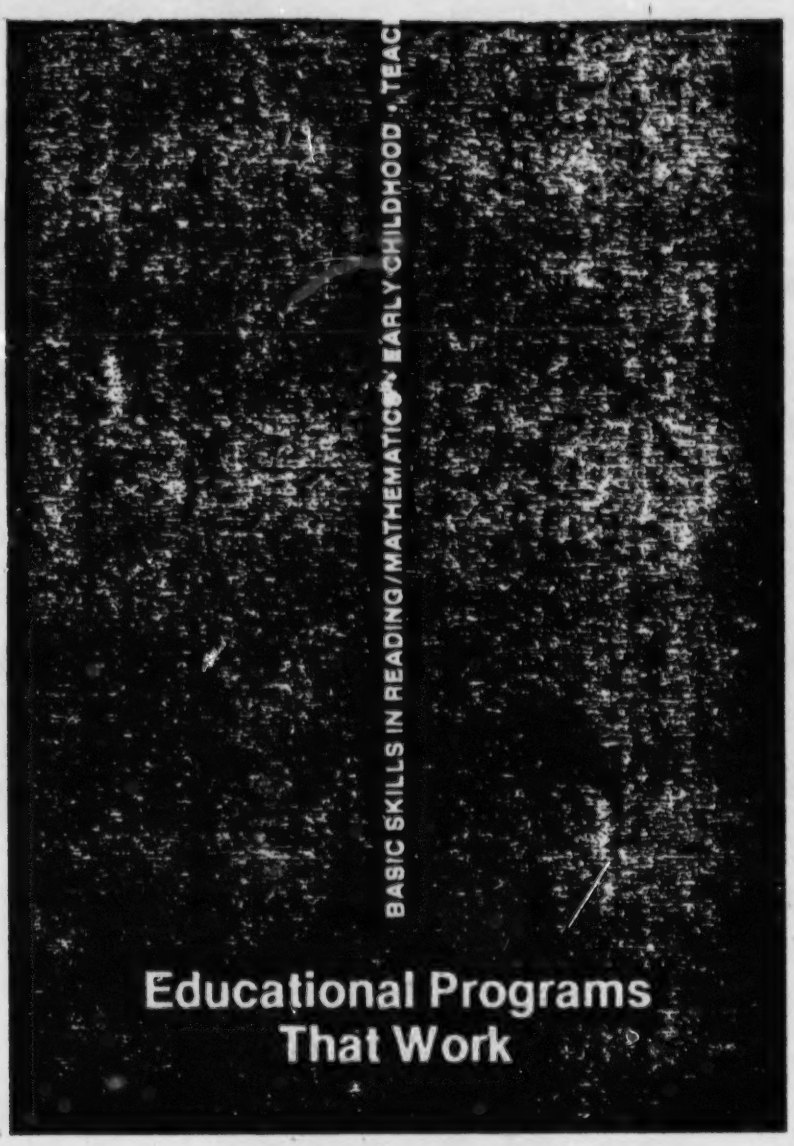

SIXTH EDITION • FALL 1979

NDN

NATIONAL DIFFUSION NETWORK

DEPARTMENT OF EDUCATION

CAREER EDUCATION PROGRAMS THAT WORK

Prepared for the

Office of Career Education
Office of Education
U.S. Department of Health, Education, and Welfare

September 1979

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APPENDIX IX

AKRON PUBLIC SCHOOL FACTS 1979-80

SCHOOL FACTS 1979-1980

AKRON PUBLIC SCHOOLS — **CONRAD C. OTT, SUPERINTENDENT**

ENROLLMENT	40,541	BUILDINGS	
PROFESSIONAL STAFF	2,253	43	Elementary Schools
AVERAGE CLASS SIZE	26.78	10	Junior High and Middle Schools
EXPENDITURE PER PUPIL	$1,822.62 (1978-1979)	9	Senior High Schools
BONDED INDEBTEDNESS	$0		

PROGRAM AND FACILITIES HIGHLIGHTS

- Reading and mathematics skills are strengthened through criterion referenced testing which diagnoses individual strengths and needs.
- The Mabel Riedinger Middle School in Opportunity Park opened in September, 1979.
- Forty-five percent (45%) of pupils in grades 6-12 are enrolled in a foreign language program.
- A Gifted and Talented Program in Mathematics and Science - funded by the State Department of Education - has been implemented in 18 elementary schools.
- The Miller Staff Development Center provides facilities for curriculum specialists, special education, career education, supplemental services, radio-tv and other media services.
- Planetarium and natatorium facilities are available for city-wide use.
- A comprehensive high school program is offered which features a wide variety of courses including advanced placement studies and vocational education opportunities for forty-five percent (45%) of the high school enrollment.
- A Career Development Education Program serves 22,435 pupils in 38 schools.
- Reading Centers have been established in all junior and senior high schools.
- Special Education programs are provided for 1,579 pupils with exceptional needs.
- Learning Resource Centers have been established in all elementary buildings.
- The Buchtel Urban Demonstration Project provides opportunities for college bound pupils to explore professional careers. Tuition-free summer academic courses at Buchtel served students from 54 public, private and parochial schools in Akron and Summit County.

CURRICULUM AND STAFF DEVELOPMENT

Units and resources recently developed:

- Elementary Instructional Activities Publication
- Elementary Curriculum Guides
- Secondary Curriculum Guides
- Economic Education and Banking
- Energy Conservation Program
- Combination Class Handbook
- Elementary Pupil Progress Report and Handbook
- High Intensity Reading
- Computer Assisted Instruction
- Learning Activities for Home Study

- - - - - -

- New mathematics series (K-6) adopted in 1979.
- Annual art show, Choirs-in-the-Round, Band-O-Rama, industrial arts, science and garden fairs held.
- Miller Staff Development Center inservice sessions provide teachers with assistance in developing teaching strategies and selecting materials.
- Community sponsored programs in schools enhance curriculum.
- All sixth grade pupils receive foreign language instruction.

SCHOOL TAX RATE: 1979		
General Fund		30.88 Mills
Building Fund		3.56
Debt Service:	Public Library	.14
		34.58 Mills